DOCUMENT RESUME

ED 041 528	48	FL 001 916

AUTHOR	Jonas, Sister Ruth Adelaide
TITLE	A Matched Classroom Approach to the Teaching of French in the Elementary Grades. Final Report.
INSTITUTION	College of Mount St. Joseph-On-The-Ohio, Ohio.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-6-1944
PUB DATE	Aug 69
CONTRACT	OEC-3-6-061944-1891
NOTE	84p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$4.30
DESCRIPTORS	Audiovisual Programs, Cross Cultural Studies, Cultural Awareness, Cultural Images, *Cultural Interrelationships, *Educational Experiments, Educational Objectives, Elementary Schools, *Fles, *French, Instructional Materials, Interpersonal Relationship, Language Instruction, Language Research, Modern Languages, Social Influences, Student Motivation, Teacher Motivation, *Teaching Methods

ABSTRACT

The main purpose of this experiment was to ascertain whether or not the attitudes, motives, and language proficiency of children engaged in a long sequence (5-10 years) of foreign language study vary significantly as a function of interpersonal contacts, through the exchange of illustrated cultural dialogues, with peer groups who speak the target language and are bearers of its culture. A non-selective class of some 40 second-grade students participated during a three-year period from October 1966 through June 1969. This report describes the language and cultural exchange program for each year in terms of locale, slide and tape units, correlated materials, language content, procedures, related activities, problems, and results. The results and findings focus on the attitudinal changes in the experimental groups and a description of the instruments used in the evaluation. Sample materials are found in the appendixes; a bibliography and list of tables are provided. For the companion document see FL 001 917. (Author/RL)

ED041528

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Final Report
Project No. 6-1944
Contract No. OEC-3-6-061944-1891

A MATCHED CLASSROOM APPROACH TO THE TEACHING OF FRENCH IN THE ELEMENTARY GRADES

Sister Ruth Adelaide Jonas, S.C.
College of Mount St. Joseph on the Ohio
Mount St. Joseph, Ohio

August, 1969

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

FL 001 916

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

PREFACE

The idea for the "twinned classroom" project grew out of the discussions at the special conference on FLES held at the New York headquarters of the Modern Language Association in February 1965 under the chairmanship of F. Andre Paquette, then director of the Association's Modern Language Program. One of the objectives of the conference was to provoke ideas for the improvement of FLES materials and methods.

However, when one considers that European school systems are now modeling their FLES materials and methods on those developed recently in the United States one wonders if the greatest weakness of our programs lies precisely in that area. What seems to be lacking is enduring pupil motivation: the willingness to use the best materials and submit to the best methods over a period of time long enough to gain the desired proficiency in the language skills. Could it not be that the missing ingredient in otherwise well-planned and well-taught sequences is the immediate need and opportunity for the pupils to communicate in the foreign language? This need and this opportunity are actual whenever two or more persons are present to one another and have something of interest to say.

The initiator of the experimental program reported in the following pages merely set out to create a classroom situation that would make possible the kind of realistic dialogal encounters between American children and native speakers of the target language that have been lacking in our FLES programs. She wished to test the proposition that on-going dialogues will stimulate young pupils to want to continue the systematic study of the foreign language beyond the first year or two when novelty plays a larger role in motivation.

For invaluable assistance in carrying out this project the writer wishes to thank in the first place Stanley G. Thom who served as French instructor for the experimental and control groups during the three years of the program; without his dedication and resourcefulness the program might not have got past the blue-print stage. Thanks are also due to the French children in the twin classrooms abroad and their teachers: Melles Battut and Huret (Paris), Melles Bonvarlet and Caillaut (Béthune), Mme. Chardon (Grenoble) and Melle Picut (Annecy) for their enthusiastic and faithful collaboration in the face of unpredictable weather, electronic and political conditions. The writer also wishes to acknowledge the helpful advice offered by Sister Barbara Geoghegan, consultant on child psychology, Dr. Paul Pimsleur, consultant for language testing, and Marie-Thérèse Ruelle, native informant on patterns of French children's culture. To the administrators and homeroom teachers of the two local institutions hosting the experimental and control groups she owes a debt of gratitude. To the four-score children in these two groups who gladly persevered in the French program for three years—and still want more of it—she offers thanks and congratulations. To the three who dropped out at the end of three years she offers thanks, too, and understanding.

S.R.J.

TABLE OF CONTENTS

Page

PREFACE i
SUMMARY 1

CHAPTER

I. INTRODUCTION

Background for the study 3
Purpose and hypotheses 4
Research limits 6
Research design 6

II. LINGUAL-CULTURAL EXCHANGES: FIRST YEAR (Grade 2)

Locale 10
Slide and tape units 10
Correlated materials 12
Language content 12
Procedures 13
Related activities 14
Problems 14
Results 15

III. LINGUAL-CULTURAL EXCHANGES: SECOND YEAR (Grade 3)

Locale 18
Exchange procedures and outcomes 18
Activities related to the exchanges 21
Language content and activities 21
Class composition 22
Findings: attitudes 23
language 27
Parents' classes 29

IV. LINGUAL-CULTURAL EXCHANGES: THIRD YEAR (Grade 4)

Locale 30
Topics treated 30
Evaluation of materials received from France 31
Activities related to exchanges: correspondence . . . 31
Language instruction 32

V. RESULTS AND FINDINGS

Changed composition of E and C groups. 34
Instruments for appraising attitudes and motives: findings 35
Instruments for appraising language achievement: findings 46
Parents' attitudes toward the French class: three years 49
VI. CONCLUSIONS AND RECOMMENDATIONS 51
APPENDIX A Sample Page Mimeographed for Students' Cahier de Francais 56
APPENDIX B Topics of Slide and Tape Units 57
APPENDIX C Sample Dialogues from France and to France 60

TABLE OF CONTENTS (cont.)

Page

APPENDIX D Sample Items from Language Tests 67

APPENDIX E Language Problems Treated During Third Year . . . 72

APPENDIX F Forms Sent to Parents of Children in E and C Groups 74

APPENDIX G Contents of Handbook on French Children's Culture 77

BIBLIOGRAPHY 79

TABLES

1. Comparison of E and C groups at beginning of experiment. 7
2. Parents' attitude toward French class: first year 16
3. Comparison of class IQ in Grade 2 and Grade 3 23
4. Inventory of children's attitudes: second year 24
5. Comparison of parents' attitude toward French class: first and second year 25
6. Class activities in order of preference 26
7. Comparison of test scores: listening comprehension, Gr.3 28
8. Comparison of test scores: spelling (phonics), Gr. 3 . . 28
9. Changes in composition of E and C groups: 1966-69. . . . 35
10. Responses to questions regarding attitude toward French: third year 36
11. Two-year comparison of subjects' attitudes toward French class as reported by parents: second and third year 37
12. Responses to question: "In what way are the children of France like you?". 38
13. Responses to question: "Do you like them? Why?". 39
14. Responses to question: "How do you know about them?". .. 40
15. Responses to question: "In what way are children of France different from you?". 40
16. Responses to questions: "Would you like to visit France? Why?". 41
17. Responses to questions: "Would you like to live in France? Why?" 42
18. Responses to questions: "Do you know boys and girls of any other countries? What countries?". . .. 43
19. Responses to questions: "If you could not be an American, to what country would you like to belong? Why?". 43
20. French activities in the order of preference: third yr.. 45
21. Instructional materials in order of preference: third yr. 45
22. Listening comprehension scores. 46
23. Speaking test scores. 47
24. Reading comprehension and writing test scores. 48
25. Scores on combined tests. 48
26. Correlation between test scores and IQ. 49
27. Comparative table of parents attitudes: three years. . . 49

SUMMARY

Problem: One of the major problems facing the teacher of foreign languages in the elementary grades in the United States is to provide the kind of built-in motivation for persevering in the study of a second language that the children of so many other countries have: the proximity of foreign speaking peers who want to communicate with them.

Objectives and scope: The objective of the matched classroom experiment is to identify, apply, and test throughout a French language sequence of at least five years, a substitute for the living presence of French children. This substitute is communication, by means of correlated slides and tapes, between American children who are beginning to study French and French children who have not yet begun to study English — thus reducing the possible languages for communication to the target language, French. The subject of the audiovisual components is the participating children themselves, engaged in the everyday activities of their cultural milieu.

It is not the purpose of the experiment to provide new A-V materials for general classroom use or to construct a new five-year course in French for Grades 2-6. It is to try out a new psychological approach to teaching foreign languages, an approach based not only on the nature of language and how it is learned but also on the nature of the child and why he wants to learn. It calls for immediate and repeated inter-class -- and eventually inter-personal -- audio-visual communication between the subjects who are studying French and the children whose native language it is. This gives the American children a motive for going through a long formal training in the manipulation of French structures since it supplies the means for understanding the children they see and for responding to them.

Hypotheses: Two hypotheses are being tested in the matched classroom experiment: 1) The intensity and duration of favorable attitudes and motives of pupils engaged in a long foreign language sequence are positively related to the immediacy and authenticity of the language encounters they have with their foreign speaking peers.

2) The time and effort expended by teachers and pupils on the preparation of audiovisual communications media do not retard the pupils' progress in formal language learning when using conventional methods and materials.

Methods: A non-selective class of 40+ second graders, the experimental (E) class, was "twinned" with classes their age in France for three consecutive years, Grades 2-4. On an average of once a month they exchanged sets of synchronized slides and tapes featuring themselves at home and at school. The units were prepared under the supervision of the cooperating teachers according to norms and guidelines set by the director.

A control (C) group, equivalent to the E group, was taught by the same teacher using the same materials and techniques as with the E's. The only difference was the controlled variable which consisted in the relation of the E and C groups to the French children heard and seen in the materials received from abroad. The E group returned the "visits" of the French children by means of slides and tapes; the C group did not; there was no two-way communication between the C's and the children abroad.

To vary the cultural content of the visuals from France, each year the matching or "twin" classes were selected from a different geographical region.

At the end of each year simple inventories and tests were administered to the E and C groups to compare the duration and intensity of their desire to continue to study French and their achievement in the language skills.

Results: At the end of three years 98% of the E group (42 subjects) said they liked French and wanted to continue studying it as compared to 85% of the C group (39 subjects) who said they like French and 90% who are willing to study it next year.

On the inventory of all the materials used in the French classes, the slides and tapes from France were rated highest by the C group and second highest by the E group who gave first place to the response elements of the slide-tape program.

On the language tests the E's performed only slightly better than the C's in listening comprehension, reading and writing, but significantly better in speaking and over all achievement.

The slides and tapes prepared abroad by the teachers and pupils, inexperienced in photography and sound recording, left much to be desired from the technical point of view. However, the very imperfections seem to have given them a value of authenticity that was more appreciated by the children than technical perfection. These materials account, in large measure, for the sustained interest of the C as well as of the E group. In the third year of the experiment individuals in the E class undertook, on their own initiative, person-to-person exchanges with children they had met the previous year.

Recommendations: Although the hypotheses seem to have been validated and the matched classroom approach shown to have been successful in the initial three-year period of the experiment, the crucial test will be in the next two years when growing difficulty and monotony will be an added threat to perseverence. Therefore it is recommended that final judgment of the effectiveness of the approach over a longer period of time be suspended until it is tested for at least two more years. The present findings seem to justify recommending that the matching classroom procedures be tested by other teachers who will adapt them to other situations and other languages, varying the frequency and format of the exchanges.

I. INTRODUCTION

Background for the study.

"Every American should study a foreign language during his elementary education and he should be able to continue it for as long as he wishes."[1] This statement by the Executive Secretary of the American Council on the Teaching of Foreign Languages, is weighted with implications and deserves serious consideration whether or not one agrees with it. For those who do agree the crux of the matter is in the qualifying phrase: "for as long as he wishes."

It is observed that ordinarily only a small proportion of the children enrolled in FLES programs wish to remain in them very long after the first or second year. Yet, given the complex nature of language and the numerous purposes it is intended to serve, a proper foreign language sequence--like a proper English sequence--should extend over the whole period of elementary education. Our present concern is to find ways of motivating all the children beginning a foreign language in the primary grades to want to continue to study it through the intermediate grades and into junior high school. The problem is to have the greatest number of students possible remain in a long, 8-to 12-year FL sequence as volunteers, not as conscripts.

Research supports a generally shared intuition that social and emotional factors are strong in language learning and that the persevering effort necessary to success in it is more a matter of motivation and attitude than of level of I.Q. or academic achievement.[2] In the past there has been much concern about the preparation and publication of FLES teaching materials, the refining of FLES teaching methods and the preparation of FLES teachers. However, the time, money and effort expended on these adjuncts to good FL teaching are largely wasted if the children who are supposed to be the beneficiaries of the teaching do not see the outcomes as particularly meaningful in their present situation, and consequently not wish them.

True, the compilers and publishers of FLES materials are at pains to build motivational devices into their FLES packages. They show considerable artistry and ingenuity in the preparation of eye-catching, culturally significant illustrations, flashcards, cut-outs and three-dimensional props to say nothing of tape recordings that provide a dramatic rendition of the basic dialogues by native speakers. But somehow these gimmicks, while arousing momentary interest, do not turn the trick of generating sustained motivation or a felt need for learning the language. Perhaps it is because these materials do not call for immediate pupil confrontation with native speakers of the language in their own environment. Why do French and English parents send their children across the Channel during vacation periods to supplement and complete the classroom study of English or French as a foreign language? Why do American children living abroad learn a foreign language so rapidly? J. Donald Bowen, of the Foreign Service Institute, offers this as an answer: "The need to belong, to be recognized and to participate supplies the motivation necessary for the child to utilize his power of assimilation to the best advantage.[3] He continues:

---

[1] Andre Paquette, "A Measure of Hope," address delivered at the Second Annual Meeting of the American Council on the Teaching of Foreign Languages December 27, 1968 and printed in Foreign Language Annals Vol. 2, No. 4, May 1969, pp. 328-35.

[2] Cf. Arnold Gesell and Frances L. Ilg, "Childhood and Second Language Learning," FL Bulletin 46, New York, MLA, 1961.

> Every time the language is used in the child's presence, it is used meaningfully. Communication is established with the full support of other cultural systems, such as expressions and gestures, and in the midst of authentic surroundings. The child observes real people in real situations, not the recreations of the tourist posters supplied by the national railways. In short, the child has the best possible combination of learning stimuli: his own capacity at a time when his potential is at its highest, the strongest motivation that circumstances can supply, and the authenticity of real life situations to give meaning to the experience. The result, as might be expected, is the most efficient second language learning that ever occurs.

Professor Bowen maintains that as teachers attempting to impart language skills as efficiently as circumstances permit, we can with some profit analyze the success of the American junior citizen abroad for indication of ways to improve our own performance.

It would seem that if we are to take full advantage of the natural language aptitude of children, we must learn more and do more about inspiring motivation through what Professor Bowen calls "a more realistic illusion of an authentic linguistic and cultural environment." Only then, he says, can we expect significant improvement in our second language training program.

Purpose and hypotheses

It was not only in order to create a more realistic illusion of an authentic linguistic and cultural environment that the "twinned classroom" approach to the learning of French in the elementary grades was elaborated. It was also in order to provide for a real inter-cultural confrontation and exchange between French and American children through the use of the target language, French.

---

[3] "The Success of FLES," Hispania, Vol. 41, No. 3, September 1958, pp. 351-353.

The hypothesis underlying the twinned classroom approach is that the intensity and duration of the favorable attitudes and motives of the children embarked on a long foreign language sequence are related to the authenticity of the language encounters between them and persons their own age in varying milieus. This working hypothesis is based on a number of psychological considerations: 1) Young people see language as a means of communicating with other persons, here and now. The mere possibility of meeting a native speaker of the foreign language in the future does not impress the child who is totally oriented to the present. If all the people who are important to him here and now understand him when he speaks English, why should he plod through mechanical drills or memorize contrived dialogues in a foreign language? 2) The normal person of whatever age dislikes phoniness and prefers genuine interpersonal relations to artificial "playacted" ones. 3) Children communicate more readily with their peers than with grownups. 4) Children must have access to persons and milieus representing different cultural influences if false cultural stereotyping is to be avoided.

In order to test this hypothesis a series of intercultural exchanges was arranged between the experimental E class of American children and classes of boys and girls their own age in France. The exchanges—or encounters--were in the form of synchronized slides and dialogues featuring the children in the "twinned" classes in typical, everyday situations. They were completed on an average of once a month during three successive school years from October 1966 to June 1969. During the second year pupil-made Christmas and Easter cards were exchanged on a person-to-person basis. During the third year these person-to-person exchanges were voluntarily expanded by a number of children to include "extracurricular" exchanges of brief written messages, photos, drawings, little gifts, etc.

A second hypothesis, closely related to the first, was that the time and attention given by the E group and the instructor to the para-linguistic activities associated with the motivating exchanges would not retard the group's progress toward specifically linguistic goals, that is, proficiency in listening comprehension and speaking and, ultimately, in reading and writing, commensurate with that of other classes following a conventional program for the same period of time.

In order to evaluate the results of the experiment in terms of the first hypothesis, at the end of each school year a comparative survey was made of the E and C groups' attitude toward the French class and their willingness to continue the study of the language.

In order to evaluate the results of the experiment in terms of the second hypothesis, both groups were given identical tests in the appropriate language skills at the end of each school year and the results compared. At the end of the third year their achievement was compared with that expected of students who had been studying French for a comparable length of time according to an approved and widely used course of study.

Research limits.

The experiment was not intended to serve as a vehicle for the teaching of English to the French children involved in the exchanges. In fact, one of the reasons for beginning the program in the lower elementary grades was that the French national educational system does not provide for the study of English before the age of 10 or 11. Therefore, if the younger Americans wish to understand and be understood by their French peers, they must seek the opportunity to study French. This was considered to be a major motivating factor in the experiment.

It was not the intention of the experimenters to create a new French course or syllabus for the elementary grades but to test a device for motivating the subjects to persevere willingly in a long sequence using materials already prepared by experts and tested and refined for use in the first and second levels of French instruction.

Neither were the audiovisuals received from abroad intended primarily to serve as language teaching tools, although they did help to reinforce vocabulary and structures already learned and suggest new items for incidental learning. The principal objectives served by the slides and tapes were motivational and cultural: motivational through group interaction and cultural through content.

Research design: Experimental and control groups.

It was originally planned that the experiment begin in Grade 1 and continue through Grade 6. An agreement had been reached in October 1965 with the superintendent and the two elementary school principals of the Oak Hills local school district, where the College of Mount St. Joseph is located, whereby one class of first graders in one of the elementary schools and a matching class of first graders in the other would constitute the experimental (E) and control (C) groups. It was understood that these classes would have French taught by the project teacher from 20 to 30 minutes daily as part of their regular program and remain together as a class for the duration of the experiment. However, in the spring of 1966 organizational changes in the Oak Hills schools made it administratively impossible to keep any class in the primary grades together for two or more years in succession. Since it was essential that the subjects remain with the project throughout (with due allowance for the inevitable occasional additions and withdrawals) the E and C groups had to be found in other schools where continuity could be assured.

The nearby Cincinnati public school system had to be eliminated as a possible source since it makes no provision for the teaching of foreign languages as a part of the regular elementary curriculum. The alternative was the local parochial schools. In two middle-class suburbs the director found two principals willing to assure the conditions necessary for carrying out the experiment, but it would have to begin in Grade 2, since all six-year old parochial school children in this area go to the public schools for the first grade. Consequently a class of second graders in St. Dominic school (Delhi Hills) was assigned to be the E group and a class of second graders at St. William school (Price Hill) constituted the C group.

The two classes were almost perfectly matched as to number, sex distribution and IQ, as shown in Table I. None of the children had studied French before. Throughout the experiment the regular classroom teachers were interested and cooperative; they were instructed never to try to help the children with their French.

TABLE I

Comparison of the E and C groups at the beginning of the experiment: 1966

		Sex		IQ*			
Group	Number	Boys	Girls	Median	Mean	Q_3	Q_1
E	44	22	22	105	106	113	100
C	44	21	23	105	104	110	99

*California Mental Maturity Test (1963 S-Form, Level I)

The socio-economic background of both groups was the same: modest middle-class with only one professional person among the parents of either group. The acquaintance of other members of the families with foreign languages was meager: only twelve persons in the E families and five in the C families had studied French for more than one year in high school or college. The attitude of the parents to the proposed French instruction was similar in both groups: favorable.

Cooperating schools abroad.

The initial contact with French personnel relative to "twinning" between American and French classrooms was made in April, 1965, with the Cultural Counselor at the French Embassy in New York and Representative in the United States of French Universities. In his opinion the idea of setting up regular "class to class" exchanges between American and French children deserved complete success. He added: "Of course I realize it is not a question of an exchange in which the French children will practice their English. However, the pairing of two groups of children of different nationality has very high human and social interests."[4]

The Cultural Counselor recommended that the proposal be submitted to the proper official at the Institut Pedagogique National in Paris. In reply the head of the Service d'Accueil et de Liaison stated that the program of exchanges by way of photographs and tape recordings appeared to hold possibilities of great enrichment for the little French children as well as for their American friends who would participate in it. He added that he intended to send the names and addresses of interested teachers well in advance of the date proposed for the beginning of the exchanges. In the ensuing months, however, administrative conflicts within the system had developed. When the project instructor went to France in August, 1966, to confer with the cooperating teachers there, he first called at the offices of the Institut Pédagogique National. He was informed that, regretfully, it would be impossible for the French public schools to honor the previous agreement. He was advised to approach the administration of the écoles libres, less bound by the strict, uniform regulations than the highly centralized public schools in France. Thereupon the instructor contacted the executive secretary of the Bureau de la Direction de l'Enseignement Libre in Paris who immediately agreed to do all in his power to implement the program. He recommended specific boys and girls schools in various parts of France whose administrators and teachers would probably be willing to engage in the exchanges according to the specifications of the research design. During the ensuing two weeks the instructor made arrangements with personnel of six écoles libres to enter into a "twin classroom" dialogue with the E group in Cincinnati. He visited four of the schools, (two in Paris and two in Béthune), conferring with the directors and teachers there. In December and January 1966-67, the project director visited the other two schools (in Annecy).

---

[4] Edouard Morot-Sir, letter to the project director, dated May 6, 1965.

Subsequently, when new responsibilities made it impossible for the designated teacher at the boys' school in Annecy to assume the added task of preparing the slide and tape units scheduled for the school year 1968-69, alternative arrangements were made with personnel at a boys' school in Grenoble.

The schedule followed for the three successive annual "twinnings" appears below:

School Yr.	Place	School	No. of Pupils	Avg. Age
1966-67	Paris	Les Vallées (Boys)	34	7-8
	"	Ste-Marie (Girls)	42	7-8
1967-68	Béthune	Institution St Vaast (Boys)	33	8-9
	"	Institut St Dominique (Girls)	31	8-9
1968-69	Grenoble	Externat Notre-Dame (Boys)	28	10-11
	Annecy	Ste-Marie des Fins (Girls)	25	9-10

Each of the collaborating teachers agreed to engage in a series of eight exchanges on an average of once a month during the specified school year, following an outline or guidelines provided by the project director. Since the cooperating teachers had no precedent by which to operate, personal assistance was given to the teachers in Paris in the preparation of the first unit. The following years, each teacher received sample slide and tape units, prepared in the course of the preceding year, to use as a model.

A small camera and portable transistor tape recorder were loaned to each teacher for "on location" photographing and recording. Each of the French schools received funds sufficient to cover the honorarium of the cooperating teacher and the cost of materials, processing, mailing and other incidental expenses. The teacher's work on the project was supplementary to her regular teaching assignment and was carried out after school hours and on free days.

Project Instructor.

The French instructor for the E and C groups during the three years of the experiment was a member of the French staff at the host college who holds a master's degree in education and in French and is pursuing doctoral studies in French and German. He taught in a boys' school in France in 1956-57 and at various times since 1955 has taught PTA-sponsored FLES classes in public and private elementary schools in the Cincinnati area. He was an instructor in the NDEA summer institute for FLES teachers in 1963 and demonstration teacher in a similar institute in 1964.

Scheduling

The classes met for a half hour daily, beginning in the middle of the first term (October 17) of the academic year 1966-67. In all, the experiment covered five and a half semesters. During the first year the C group met at 8:30 a.m. and the E group at 1:15 p.m. but during the second and third years the E class was changed to 9:15 a.m. so that both groups would have class during the early morning periods.

Parents' classes

An innovative feature--parents' classes--was introduced in the second year. French classes for interested parents of the children in the E and C groups were held once a week, a different evening being assigned to each group to meet with the project director or instructor. At these sessions the parents could become acquainted with the objectives, materials and procedures used in the children's classes. Mothers and fathers attempted to repeat, with varying degrees of success, the words and expressions their children had learned and became acquainted with the cultural materials from France. As a consequence, the French language and culture could, and apparently often did, become the topic of family conversation. Parents from both groups attended the sessions in about equal numbers, but conflicting duties prevented most of them from attending all of them.

The parents' classes were resumed during 1968-69 by popular demand. The format used during the preceding year was somewhat changed, however. The groups met monthly instead of weekly and the parents were invited to bring their children with them. The objectives of the gatherings were to show the parents the cultural visuals received from France and to observe their children in action as they demonstrated their progress in listening, speaking, reading and writing French in the classroom under the direction of the instructor. No attempt was made to teach French to the parents.

II. LINGUAL-CULTURAL EXCHANGES—FIRST YEAR (GRADE 2)

Locale

The first year's exchanges in the "twinned classroom" project were with children living in Paris and its environs. The girls' school is in the quarter dominated by Montmartre; it has a heterogenous population consisting mainly of petits bourgeois and factory workers. The boys' school is located in a modest suburb about 40 minutes by commuter train from the center of the city. Both classes were taught by conscientious young women who had had few previous contacts with Americans and did not speak English. The project instructor visited their classes at the beginning of the French school year (late September) and explained the nature and purpose of the exchanges to them. The project director met with them again in December and January (1966-67).

Because of their acquaintance with the locale of the cooperating schools, the project instructor and director were able to supplement the information given in the tape recorded dialogues with pertinent remarks based on their own observations while abroad.

Slide and tape units.

During the first year practically all aspects of the language and cultural instruction in the E and C classes were related to the slide and tape units received from France. Vocabulary, structures and culture were all presented in this audio-visual context. For both the C and E groups the illustrated messages from abroad were the principal stimulus for learning French.

The director had outlined beforehand the linguistic content of each of the year's situational dialogues. These were subject to revision by the cooperating teacher in Paris according to the exigencies of the situation, and in favor of greater naturalness and authenticity. Each statement and rejoinder was to be accompanied by an appropriate slide showing the situation in which the words were spoken and the gestures and facial expressions that accompanied them. The teachers were instructed to see that the statements were distinctly uttered at normal speed. The center of interest was always to be the children and what directly related to them. The materials were to be person-, not object-centered.

The fact that two sets of illustrated dialogues were received each month—one from the boys and one from the girls—made it possible for the second set to reinforce the first linguistically and amplify it culturally. The same basic vocabulary and structures were repeated in a diversified visual setting. For example, in the second dialogue, in which the American children were introduced to two families in their modest Parisian apartments, the lexical items: "father," "mother," "sister" and "brother;" "tall" and "little"; prepositions of place and the idiom for telling age, were all repeated while making the acquaintance of two family groups seen in two different interiors.

Or again, the same subject would be handled from two different angles, each with its specific vocabulary. For example in the Christmas dialogue the little French girls were drawing pictures of a Christmas tree and the figures in the crèche while the boys were drawing the sabots set beside the children's bed for Pere Noel to fill. In the unit on pets a boy talked about his dog and a girl talked about her cat and bird.

The centers of interest of the first year's exchanges originating in Paris were:

1. Class introductions
2. Meeting a family
3. Christmas customs
4. Pets
5. Meals
6. Health and parts of the body
7. Arithmetic lesson
8. Games

In the unit on meals the boys focused interest on the typical French breakfast of café au lait and tartines. The girls offered a demonstration of how the French set the table for dinner.

The arithmetic lesson showed the children in Paris using individual slates for writing, in big figures, the answers to mental arithmetic problems and then raising the slates above their heads for the teacher to see from any point in the classroom. This effective procedure spurred the project instructor to make individual slates for the E and C groups to use in their French mental arithmetic sessions. He cut plywood to the desired size and finished the pieces with blackboard paint. The homeroom teachers liked the idea and used the slates for their own instructional purposes.

In the unit on health and parts of the body, the boys offered a sequence showing a "measled" classmate being visited by the family physician. The girls did a routine pointing out parts of the body to the accompaniment of a catchy song.

For the unit on games one group of boys was photographed as they played ball and another group as they played marbles. The girls demonstrated how to jump rope to a French comptine and how to play French hopscotch.

Each unit averaged from 10 to 12 slides and correlated statements. Over and above the items highlighted in the necessarily brief and simple statements, a variety of other cultural details were consciously or unconsciously included in the slides by the cooperating teachers. The project teacher helped the American children discover the similarities and contrasts between their own and French children's patterns of culture as they studied the images on the screen. They noted, for example, that the boys as well as the girls wore tabliers in school and pantoufles in the apartment. They observed the current hairstyles for little girls and the ever-popular short pants for boys. They saw the double desks, the dip pens and the small blackboards in the classrooms, the pictures of "Asterix," (a popular cartoon character) in the boy's bedroom; and the highly polished floors everywhere.

In the slide-and-tape responses prepared by the E group—generally after class hours—an effort was made to point out the interesting differences in the Cincinnati schools and homes as compared to the Paris schools and family apartments. During the first year the responses were limited to topics treated in the first five illustrated messages from Paris. The initial slide-and-tape ensemble introduced the individuals in the E group and their teacher in the classroom setting. The second showed one of the girls in the class with her family in a typical suburban interior. The third featured a visit to a department store Santa Claus, and the fourth, one of the boys with his pet horse, pony and dogs in his large back yard. (See Appendix C for sample dialogues.)

Correlated materials

A set of 9" by 12" picture flashcards was made to accompany each set of slides as it was received from France. These flashcards, reproductions in simplified linear form of the principal figures in the transparencies, served as easily manipulated visual cues for vocabulary and structure exercises and drills. Eliminating some of the culturally interesting but linguistically distracting details of the photographic slides, the simplified drawings focused on the desired elements for recall and mastery.

Additional visuals, also inspired by the slides, were drawn on stencils and mimeographed for the pupils of the E and C groups to put in their cumulative, looseleaf Cahiers de francais. These pictorial notebooks served as stimuli for individual review and display sessions at home. They guided interested adults in asking the questions that the children were prepared to answer. (See Appendix A for a sample page.)

No printed materials were used during the first year. The approach was entirely audio-lingual-pictorial.

Language content

Between mid-October and mid-May the following structures, grammar, and fixed locutions were taught for mastery:

- —interrogative expressions for identifying persons and objects, determining the location of persons and objects, enquiring about health, weather and time and enquiring about appearance
- —simple expressions of politeness
- —common verbs in the present indicative singular and the imperative singular and plural, including some reflexives
- —distinction between le-and la-nouns and descriptive adjectives used with them; also mon and ma
- —distinction between voilà and voici. tu and vous

Language content (continued)

- —idioms with avoir, especially with reference to health
- — idioms with faire, especially with reference to weather
- —position of adjectives with respect to the noun
- —il y a and y a-t-il?
- —some negative expressions, such as Je ne sais pas.
- —prepositional phrases of place and position.

The active vocabulary included about 300 words in le Français fondamental and was clustered around the topics of the cultural exchanges. In addition, the children learned to sing ten French folk songs which served to enrich their vocabulary while providing practice in pronunciation and an introduction to French folklore.

Their passive vocabulary included numerous expressions used by the instructor in the course of conducting the class, particularly interrogative and imperative expressions.

Procedures

Even before the first synchronized slide-and-tape unit had been prepared, the children in the twinning classrooms at home and abroad were introduced to each other through an exchange of snapshots. These were mounted and exhibited in the classroom of the recipients. Each display of photos figured in the first set of slides sent by the class. The children in the E group saw themselves on exhibition in two Paris classrooms and the boys and girls in Paris recognized their photos as part of the décor of an American school.

Upon the arrival of a unit from France the instructor previewed it to determine the best manner of introducing it to the classes. At the initial presentation the instructor would help the children discover the meaning (not the translation) of the recorded statements as they related to the accompanying projectual. Together, teacher and pupils also detected interesting cultural details in the slides and would have a cultural chat, in English, on the similarities and differences in French patterns of living. The task was then to learn to repeat and use the recorded statements in the original or in varying contexts. Technics frequently used were echo practice with the teacher as model, question and answer with verbal cues, flashcards, gestures or pantomime. Simple guessing games were also used as a teaching device. At intervals during the weeks spent on a unit, the slides would be shown again, without the tape recording and with the pupils themselves supplying the spoken French. In other words, the American children were learning to speak like their French friends and could substitute for them as interlocuters when the French slides were shown.

From this it is evident that the tape recorded text was not regularly used as a teaching model as is the case in the St-Cloud method with its synchronized tapes and filmstrips. This method, it will be recalled, demands the constant re-play of the recorded dialogue, segment by segment, until the pupils have mastered it. The teacher, usually a non-native speaker, instructs mainly by a judicious and patient manipulation of the audiovisual apparatus. The instructor for the current project has an excellent command of the French language and a voice that carries to all parts of the classroom with greater clarity than any tape recording of children's or adults' voices. Since he can vary instantly the volume, speed and intonation of his utterances according to the needs of individuals and groups, his living voice seemed to be preferable to a mechanical one in teaching living students.

Because the structures and vocabulary to be emphasized in each dialogue during the first year had been spelled out before the exchanges began, the instructor was free to teach for or to teach from the slides, depending on the time of their arrival. Given the number of unpredictable and at times uncontrollable factors that enter into the preparation of slides and tapes, the audiovisual components could not be scheduled for delivery at precise dates.

After the content of a French message had been mastered a response was prepared by the E class. Individuals or groups, depending on the subject, would be photographed in an authentic setting by the French teacher in a sequence of 8 to 10 views. A dialogue or description, using vocabulary and structures just learned, would be recorded by the children appearing in the slides. The instructor would add comments, as needed, to help the "twins" abroad to interpret the American scene.

Related activities

The E group and their twins exchanged Christmas cards they themselves had made during art period under the supervision of the homeroom teacher.

The C group held a demonstration class on Parents' Night at their school. The E group accepted an invitation to sing several French songs at a PTA meeting. The demonstration and the singing session, both conducted by the project instructor, helped strengthen public relations.

The "twin teachers" exchanged copies of their weekly class schedules, comparing the program of the American second grader with that of his French counterpart in the classe de 10^e^. They also exchanged textbooks so that they could note the similarities and differences in the content, methods and materials of the courses in the three R's.

Problems

The problems encountered during the first year, once the organizational and administrative arrangements for the project had been revised, were mainly technical ones. For example, the E classroom was difficult to darken, with the consequent loss of clarity of the slides when projected on sunny days. The sound quality of the tape recordings and the composition and lighting in the slides left much to be desired at times. This was the price to be paid for limiting the collaborators to teachers, pupils, friends and relatives without engaging the professional services of experts in sound technology and photography. However, what was lost for lack of outside technical expertise seems to have been supplied by the rarer quality of authenticity in interpersonal relations based on experiences shared by means of unsophisticated recording and photography. The project instructor could supply for deficiencies in the recording and it was the rare transparency that did not yield something of psychological or cultural value. The teachers, as amateur photographers and recorders could always be given an "A" for their efforts to do something just for the teachers and pupils in America. To know that one is the object of another's efforts, regardless of their success, is a personally gratifying experience.

Once it became apparent that the audiovisual messages could not be expected to arrive at regular intervals, it was not difficult to plan the French classes in view of packages that would come as surprises instead of arriving with the regularity of the Atlantic Monthly.

Results

Attitudes and motives: Although class morale and interest were high in both the E and C groups from the outset, as the year wore on there was an observable but unquantifiable difference between the general attitude and responsiveness of the two groups. During the last quarter, visitors to the classes--teachers and college students not associated with the experiment--remarked a greater degree of interest, alertness and enthusiasm among the E group although the C group had given the impression of being the more responsive of the two during the first quarter.

A simple inventory (see page 24) administered in May, 1967, showed no appreciable difference in the attitude of the two groups toward the French class. All indicated that they liked French, most used it sometimes outside of class and all in the E group and all but two in the C group felt that their parents were pleased that their children were studying the language.

A free-response question, "Why do you want to learn French?" drew replies marked by the terseness typical of second graders' compositions. Almost all the replies were brief variations on "Because it is fun." However, four children in the E group as compared to two in the C group, wrote that they wanted to learn French so they could talk to French people. Two in the C group, but none in the E group, had the questionable motive of "Fooling people who don't know what I am saying."

Language: A listening comprehension test (multiple choice, picture cues) revealed little difference between E and C proficiency in this skill. Although the median and mean scores of the E group were somewhat higher than those of the C group, the scores of the 25th and 75th percentile were the same for both.

In the final speaking test, requiring the children to respond individually to questions or statements made orally by the instructor, there was a marked difference in the rate at which the two groups completed the set of 33 test items: 11 minutes for the E group as compared to 22 minutes for the C group. The C group made 39% more errors than the E group in attempted replies. (See Appendix D for sample items from the listening comprehension and speaking tests.)

Correlation between achievement in the langauge tests and IQ was not high. Only 38% of the children in the first and third foreign language quartile figured in the corresponding IQ quartile.

Parents' attitudes: Since the attitudes of pre-adolescents are said to be influenced more strongly by their parents than by any other single factor, a survey was made of the attitudes of the parents of the children in the E and C groups towards the French class in September, when the program was announced, and again in May. They were asked to check the adjective in a semantic differential scale that best described their feeling about the project. The results of the two surveys are shown in the table below. The percentages are based on the number of parents responding: 79 in the E and 59 in the C group.

TABLE 2

Parents' attitude toward the French class: First year

	E parents		C parents	
	Sept. '66	May '67	Sept. '66	May '67
Opposed	0	0	*	0
Indifferent	9%	4%	9%	0
Pleased	35%	33%	40%	54%
Enthusiastic	56%	63%	51%	46%
Total replies	87 (100%)	79 (91%)	88 (100%)	59 (67%)

*Three parents in the C group had indicated opposition before the course began but changed their attitude to "enthusiastic" before the end of the first week of classes.

What appears to be significant here is not so much the disappearance of a negative or neutral attitude in both groups as the sharp rise in enthusiasm on the part of the parents of the E group--from 56% to 75.5%--as compared to the slight increase registered by the parents in the C group--from 515% to 52.8%.

The parents were invited to write comments. All the statements were favorable with the exception of one declaration of indifference on the part of parents of a child who had entered the E group after midterm and evidently shared her parents' indifference to the school program. In general, the comments of the E group were more detailed and enthusiastic than those of the C group. The former made frequent reference to the slides and tapes, the good influence the French lessons had on their children's general attitude toward school work, and the awakening of the interest of the whole family in French language and culture. Three couples in the E group noted that the French classes had helped their children overcome a functional or psychological speech problem.

All the respondents in the E group replied in the affirmative to the following question--addressed to the parents in that group only, of course--"Do you find that the contact with children in two schools in Paris had had a noticeable effect on your child's interest in French?"

The principals and the homeroom teachers in the E and C schools agreed that the insertion of 30 minutes of French instruction into the regular daily program had had no negative effect on the achievement of the children in the other basic studies. In some instances it seemed to have stimulated the child's interest and improved his performance in the three R's. The classroom teacher of the C group was particularly resourceful in integrating the study of French with art, music and supplementary reading in English.

III LINGUAL-CULTURAL EXCHANGES - SECOND YEAR (GRADE 3)

Locale

Béthune is a small industrial city with a population of 25,000 and a history dating back to 1220. Most of its ancient buildings, fine examples of Flemish medieval and renaissance architecture, were destroyed during World War I, but some of those in the center of town have been restored. Located at the edge of the coal fields of Pas-de-Calais in the northwest corner of France, Béthune is set in the middle of a dreary landscape with little but the black, conical terrils (heaps of waste from the coal mines) and occasional dunes to break the monotony of the flat plains. Neither does the sky, usually gray and overcast, relieve the sombre aspect of the sooty, dark-red brick facades of the houses huddled around the public square and along the sleepy canal. The older quarters of the town are being circled by new housing developments, monstrously dull duplicates of the low-income apartment buildings mushrooming all over France.

In surprising contrast with the gloomy appearance of Bethune was the cheerful, friendly warmth of the townspeople with whom the Americans concerned in the twinned classroom project worked to organize and implement the interclass exchanges for the school year, 1967-68. The two cooperating schools in Béthune: the Institut St-Vaast for boys and the Institution St-Dominique for girls, are typical French provincial boarding-and-day schools. The original contacts with the personnel of the two schools had been made by the project instructor during his fall, 1966, visit to France. Bethune was already familiar to him: he had taught English to the boys of St-Vaast in 1956-57 and had kept in touch with friends in the town during the intervening years. The project director had visited the town in January, 1967, and met the administrators of the two schools and the teacher and pupils of the classe de 9^e^ (corresponding to the American third grade).

Béthune contrasts with Paris much as small American towns contrast with Washington. The photographs and drawings received from the boys and girls in Béthune prevented the American children from nourishing the common but false notion that to know Paris is to know France.

Exchange procedures and outcomes

Again, as a preliminary to the first exchange of slides and tapes, there was an exchange of snapshots by the boys and girls of the E group and their future partners in dialogue. The classroom teachers, too, exchanged copies of their schedules and textbooks.

The experience of the preceding year had made it clear that the formal, sequential French language program in the E and C classes should not be closely tied to the materials from France, not only because of the unavoidable and unpredictable delays in their arrival but also because it was felt that in the matter of the dialogues from abroad "naturalness and reality should not be sacrificed to grammatical expediency."[5]

---

[5] J. Donald Bowen, "The Success of FLES." Hispania, Vol. 41, No. 3, Sept. 1958, p. 3.

The cultural value of the visuals could be exploited to the fullest, the correlated dialogues serving primarily the psychological function of giving a living voice to the persons seen on the screen. In addition, the recordings would provide opportunities to recognize previously learned words and phrases in a new context and enrich the students' vocabulary.

The method of preparing the tapescript was consequently modified. Whereas the script for the first-year units had been composed beforehand by the director with a view to presenting and reviewing specific structures according to a preconceived linguistic sequence, at the beginning of the second year it was decided to give the cooperating teachers in Bethune more freedom than the Paris teachers had had in the selection of both the audial and the visual components of each unit. Who would be better qualified to identify the factors that shape the life of the children in a foreign community than their own teachers? In the selection of visual subject matter and the composition of the accompanying dialogue, therefore, the two teachers in Béthune were given freedom of choice, the only stipulations being the obvious ones that the situations be authentic and figure in the normal cultural pattern of the children they taught, that the language be simple, natural and—as much as possible—in the present tense, and that each statement be closely associated with a visual cue.

As a consequence, the children in the E and C groups were treated to a wide variety of scenes and happenings in the life of French boys and girls their age. The units prepared under the direction of the boys' teacher were particularly varied in subject and setting. The third dialogue, for example, prepared during the month of December, opens with a view of the crèche in a village church nearby, continues with several pictures and remarks concerning the cardboard Thanksgiving figures received from the E group, a candid shot of boys and girls receiving fruit and candy at a Christmas celebration sponsored by the municipality, a sequence of six slides showing the steps in the preparation of butter as demonstrated in the science class, two slides showing the boarders enjoying a treat in the refectory to celebrate St. Nicholas Day (December 6) and another slide showing a day student celebrating the same day with his family at the dinner table at home. The unit concludes with the boys singing a Christmas carol.

In the fourth unit the American twins are invited to accompany several of the boys on a walk through the town. They buy meat and fruit at the open market, point out interesting buildings, watch the péniches on the canal, and conclude their tour in a toy shop where they examine pedal-propelled cars. The last four slides and correlated dialogue take the spectator inside the home of Eric, whose family is celebrating the Feast of the Kings, January 6, with the traditional galette des rois and champagne. In the fifth series we accompany Ludovic and his friends on a hike to various points of interest in the environs of Bethune: a two-hundred-year old church, a park and athletic field, and, not far from Philippe's home, a feudal castle dating from the thirteenth century, complete with moat and drawbridge; on the way back we meet a wedding party leaving the church and join in the reception in their honor, returning to school just in time to see Bernard wish his friend Laurent a happy birthday with a typical French embrace, and Laurent pass candy around to his classmates; since it happens to be February 27, 1968, and Mardi Gras, there are photos of several of the boys in costume: "Zorro," a cowboy, and a clown. (The American children were particularly interested in the medieval castle. A culture lecture by the instructor on life in feudal times opened up a new world to these nine-year olds.) Another unit takes us into the home of the only American family in Bethune. The four children, one of whom is in the "twin" class, are perfectly bilingual after three years residence in the town. Each one introduces himself in English and talks about his hobby in French. Some of their friends come to visit; they play cards and make American valentines; at the end, the four American children sing an old French song in perfect harmony.

The girls' interests and activities, while more limited in scope than the boys', were rich in scenes of the interiors of their homes and conveyed some of the spirit of the closely-knit family life in the provinces. Several pupils celebrated their ninth birthday in the course of the year—the camera was there to record the moment of the blowing out of the candles on birthday cakes quite unlike those that come out of a box of American cake mix. Sequences prepared at school gave the American children insight into boarding school menus and recreation, and details on classroom management and housekeeping. There was an evident willingness to show-and-tell about life in the home—a phenomenon rare in French bourgeois society. There was a mother and the new baby, there was the older brother who was learning English—and seized the opportunity to demonstrate the fact to his little sister's American friends. He introduced his dog, Rocky, and pointed with his finger "to zee exact spot on zee terrestrial globe where Cincinnati eez located at."

The audiovisual packages from both boys and girls in Bethune gave an idea of the great variety of types of dwellings in which the children lived: apartments in the heart of town, little wall-surrounded houses on the outskirts, and elegant country manors. This prompted an interesting exchange on the part of the E group and their twins, of drawings of their homes. Because most of the children were still unhampered by the rules of perspective their drawings revealed much more about the house in which they lived with their family than the unimaginative camera could report. Some of the French boys' drawings, however, were precociously marked with the Cartesian spirit of what Pascal called the esprit géométrique. (See Appendix B for a listing of the slide and tape components of the second year's exchanges.)

As was foreseen, the liberty allowed the teachers in France in the selection and handling of subjects for the visuals and correlated statements, resulted in greater variety and less order in the presentations. Happenings were photographed as they happened. Nothing was contrived. This gave authenticity and naturalness to the units.

Aside from the unstudied realism with which scenes from the daily life of children in Béthune were presented, there was a certain spontaneity and warmth about the exchanges that could scarcely have been produced under conditions dictated by the structural linguist. (It should be remarked, however, that each recording was analysed on reception for its linguistic features and certain structures and lexical items marked for teaching for mastery.) What the materials lacked in the way of artistic and technical perfection was compensated by the human qualities that went into their preparation. It was evident that not only the teachers and their pupils were involved in the exchanges but also relatives and friends.

The E group succeeded in sending seven messages to Bethune between October and May. The initial units presented all the individuals in the class engaged in everyday activities in the school environment. These were followed by documentaries on a birthday party, a tour of a supermarket, a visit to the museum of natural history, the art museum and the zoo. In most of these cases it was the French instructor who did the photography. The dialogues were written by a team composed of the instructor, the director and the French university student who served as secretary and cultural consultant. They were recorded by the children after rehearsing their lines with the instructor who also acted as emcee and commentator.

Activities related to the exchanges

At Thanksgiving time the E group sent to the twin classes abroad large fold-out figures of a Puritan boy and girl and a turkey, symbolic of this exclusively American holiday. As an accompaniment to the sequence on the supermarket they sent a case of individual boxes of breakfast cereal and packets of ready-to-pop popcorn. In December they made Christmas cards, in February they made valentines and in March they made Easter cards for their friends in France. After seeing the demonstration of the making of butter by the boys in the science class at St-Vaast, the homeroom teacher of the E class decided to have her pupils act out a unit on the making of bread. This was done in the school kitchen; the event was reported in the local paper and a picture of it sent to Bethune.

The E group's impression that the boys and girls seen and heard in the materials from France really existed for them personally was confirmed when they received from their "twins" drawings made especially for them and snapshots lifted from the family album. These items were first placed in an album in the classroom, but the following September they were distributed to the children in the E group, each child receiving an envelope containing all the drawings, photos, postcards, etc. that a particular boy or girl had sent in the course of the preceding year. This person could, if the American child so desired, be regarded as a potential pen-pal. Thus the exchanges carried on during the second year on an inter-class basis could evolve, in the third year, into person to person contacts, with the initiative being taken by the American child.

Language content and activities

Structures and vocabulary items presented during the first year were reviewed and expanded. New structures and points of grammar included:

comparison of size (more, less, as...as); dates, clock time and age; days of the week and months of the year; superlative, partitive, cardinal numbers from 1 - 1000 and ordinals; distinction between the interrogative pronouns, *qui* and *que*; present indicative of *être*, *avoir*, *faire* and *aller*, of regular verbs of action, negative with *être* and *avoir*; idioms with *jouer*; *Aimes-tu*..?and *Sais-tu*...? plus an infinitive; *Qu'est-ce que c'est*?

Structures and vocabulary clustered around topics illustrated in the units from abroad: buildings--public and private; food, clothes, toys; holidays and the persons and objects connected with them, etc. The passive vocabulary was also enriched with words in the popular folksongs learned during the year.

Again, picture flashcards were made to accompany each unit from abroad. Pictorial details were selected from the slides to highlight lexical items and structures for drill and mastery. This device served to correlate the cultural and linguistic elements of the course.

Various language guessing games were invented or revived to help the children fix basic words and expressions in their memory through pleasurable repetition and competition. Special emphasis was placed on the correct pronunciation of pairs of words with minimal phonemic differences.

Toward the end of the first semester of the third grade the E and C groups learned the French alphabet. Alphabet exercises included the spelling of the children's names and of familiar French words written at the board. Subsequently the children wrote individual letters and sounds dictated by the teacher. These activities constituted the first steps toward reading and writing the French they had learned audiolingually.

At the second semester each child was given a *cahier de français* like that of the French *écolier*, in which to do his writing exercises. The children also used the *cahier* to make their own cumulative illustrated French dictionary, drawing pictures of familiar objects and actions and writing under them the proper caption in French, copied from a model on the board. These captions became the matter for the first exercises in reading. The sequential steps were: 1) saying, 2) spelling, 3) copying, and 4) reading sounds and words.

These activities were introduced only at the moment that the strictly pictorial-aural-oral approach to the foreign language no longer satisfied the needs of the children, that is, at the moment they began to feel the literate person's need to see the written or printed word as an aid to the visual memory.

Class composition: There were several unavoidable changes in the composition of the E and C groups between May 1967 and May 1968. Six children in the E group moved to other school districts. Four children entered the class from schools where no French was taught.

Six children in the original C group were not to be promoted with their class at the end of the second grade. In view of this, a month before the end of the 1966-67 school year, the principal transferred six high achievers from other second grade classrooms to the French section, with the consent of their parents. These children attended the French classes during the final weeks of school as observers. During the following year (third grade) they ranked in the upper fourth of the French class. Admission to the French section came to be regarded as a promotion and the C class acquired the aura of an honors group. This naturally reinforced the morale of the pupils and the interest and pride of their parents.

Research—and the results of tests administered to the E and C groups—show that girls usually excel boys in the earlier years of foreign language learning. The sex distribution of the two classes favored the C group in the third grade: it counted 23 girls and 18 boys as compared with the E group which remained evenly divided: 20 boys and 20 girls.

Although observation confirmed the findings of research regarding the low degree of correlation between general IQ and foreign language achievement, a table showing the distribution of IQ's in the E and C groups at the end of the second year is included here because the IQ was considered a factor in matching the two groups at the beginning of the experiment.

TABLE 3

Comparison of class IQ in Grade 2 and Grade 3

	Mean	Median	Q_3	Q_1
Grade 2—E Group	106	105	113	100
Grade 3—E Group	104	105	112	99
Grade 2—C Group	104	105	110	99
Grade 3—C Group	106	106	113	102

The changes in class composition resulted in a general lowering of IQ figures for the E group and gain for the C group. At the end of the third grade only 60.5% of the pupils in the E group showed an IQ of 100 as compared to 78% of the pupils in the C group.

Findings: Second year

Attitudes toward French: An inventory designed to elicit from the children indications of their attitude toward the study of French at the end of the second year of the experiment, was administered in May. It called for a written Yes, No, or I don't know to a series of questions read aloud by the instructor.

The following table summarizes the replies of the children.

TABLE 4

Inventory of children's attitudes: Second year.

Question	Reply					
	E Group (39 present)			C Group (41 present)		
	Yes	No	Don't know	Yes	No	Don't know
I. Do you like French?	39	0	0	38	3	0
2. Do you think French is hard?	9	30	0	4	37	0
3. Do you think you have done well this year in French?	29	10	0	32	9	0
4. Would you like to learn more French next year?	39	0	0	38	3	0
5. Do you think your parents are pleased that you are taking French?	35	1	3	29	0	12
6. Do you tell your family about what you are learning in French class?	33	6	—	35	6	—
7. Do you sometimes use French outside of class?	35	4	—	37	4	—

Only slight differences are revealed in the attitudes of the two classes toward the study of the French language and culture. All in the E group and all but 3 in the C group like the class and wish to continue next year. The majority in both groups are satisfied with their progress and think their parents are, too. Practically the same number in both groups talk about the class at home and speak French occasionally outside class.

In order to control the reliability of the children's answers a correlated questionnaire was sent to the parents along with a letter requesting frank answers to help evaluate the program. The questionnaire required the respondents to check a five point scale to indicate the intensity of their child's apparent like or dislike of the French class and the frequency of his or her use of French at home. (See Appendix)

A comparison of the children's replies with those of the parents showed almost perfect agreement between them.

In the E group the only marked discrepancies were:

a) the case of a new pupil whose parents were at first opposed and then persistently indifferent to the class. The parents indicated that the child is unwilling to continue French.

a) (continued)

The child, on the contrary, stated that she wanted to continue. Evidence favors the child's response. Although she entered the class late, she was in the upper 10% of the French class. Her behavior in class gave every indication that she liked it very much.

b) the case of the child who wrote No to the question: "Do you sometimes tell your parents about what you have learned in French class?" The parents, however, answered in the affirmative and even added a comment repeating favorable things their child had said about the class. Perhaps the child misunderstood the question.

In the C group the only discrepancy between the testimony of the parents and children was the case of the boy who definitely does not like French, does not want to continue it, and said so. The parents—expressing wishful thinking, perhaps—checked items on the scale to indicate that their son liked French and wanted to continue the class next year.

In general there seemed to be good communication between the children and their parents, and honesty in the children's replies regarding their feelings about the French class.

It may be significant that in answer to the question: "Do you think your parents are pleased that you are taking French?" only 3 in the E group answered "I don't know" as compared to 12 in the C group.

Parents' attitude

At the end of the second year of the experiment, the parents were again asked to check the five-point intensity scale to indicate how they then felt about the French classes. Table 5 compares the results of the May 1968 survey with those of the May 1967 survey.

TABLE 5

Comparison of parents' attitude toward the French Class:

First and second year

	Parents: E group (44–40 children)		Parents: C group (44–41 children)	
	May 1967–May 1968		May 1967–May 1968	
Opposed	0	0	0	0
Disappointed	0	0	0	2
Indifferent	3	2	0	3
Pleased	25	46	38	32
Enthusiastic	48	21	32	24
Total responses	76(87%)	69 (87%)	70(80%)	61 (74%)

A Although the responses for 1968 continued to be overwhelmingly positive—97% of the E group and 92% of the C group—with 3% of the E group and 5% of the C group maintaining a neutral or indifferent attitude, for the first time a negative element appeared in the disappointment of two of the parents in the C group. Of those who registered enthusiasm, nine of the E and fifteen of the C group had regularly attended the weekly class for parents. It is interesting to note that more than half of the E parents and one fourth of the C parents who had indicated enthusiasm in 1967 classified themselves as merely pleased in 1968. This may be owing to the fact that parents tend to expect the impossible of their children in the matter of foreign languages. They are prone to anticipate a proficiency, after 125 hours of group exposure to the second language in the classroom, equal to the proficiency one achieves in the mother tongue after 2,000 days of individual coaching as a preschooler at home.

Written comments of children and their parents.

At the conclusion of the simple inventory summarized in Table 4, the children were asked to state in writing why they do, or do not, want to learn more French next year. As may be expected, many (9 in the E group and 24 in the C group_, answered with a brief: "because it is fun" or "because I like it." One in the E group expanded the statement to read: "because I really like it," and another added emphasis to the words "I like it" by printing them in bold capitals in contrast with the surrounding lower case letters.

In general, the E group were more expansive in their comments: 30 statements of more than 12 words, as compared to 16 longer comments from the C group. There is a noticeable recurrence of the word "do" in the longer replies from both groups, e.g., "we do many things...," "I like the things we do." But whereas 6 in the C group said they want to learn French so they can talk to other members of their family who have studied French, 5 in the E group said they want to learn more French so they can talk to their new friends in France. However, 4 in the C group spoke of going to France "when I grow up." A girl in the E group added the detail that she likes "to send cards we make and get cards and other things from the French children." A boy in the C group concluded: "I like French most of all because I think I learn something."

The children were asked to list, in order of preference, from one to five, the things they like to do in class. The following table shows the results of the preference survey.

TABLE 6

Class activities in the order of preference - second year

	E group (39 present)	C group (41 present)
Rank	Activity	Activity
I	Seeing new slides (1st choice of 44%, 2nd of 23%)	Singing (1st choice of 51% 2nd choice of 24%)
II	Singing (1st choice of 33% 2nd of 36%)	Seeing new slides (1st choice of 32% , 2nd of 32%)
III	Learning to say new things	Spelling
IV	Spelling	Numbers, time, dates
V	Flashcard drills	Learning to say new things
Other:	Preparing things for France	Flashcard drills; tests

In order to check the validity of the responses the children wrote in class, the parents were asked to draw up a similar list of the preferred activities of their children based on their comments at home. A careful comparison of the activity rankings offered by the children in class with those submitted by the parents showed almost perfect duplication. This would seem to indicate that the testimony of the children is reliable.

The parents were also invited to write their own comments on the French program. Twenty parents of the E group and 15 of the C group, complied.

All the comments from the parents from both groups were favorable. No one intimated that the time spent on French might better be spent on other subjects or that the other subjects were suffering in the least from the addition of a second language to the program. Two parents said they hoped that the approach to French phonics would help their children overcome a speech defect. The mother of a "slow learner" said the French class alone was succeeding in keeping her child interested in school.

Several parents from both groups made special mention of the excellent teaching by the French instructor and of the children's admiration and affection for him.

The parents of a boy in the E group had talked about moving to another suburb, but their son said he couldn't change schools because of his French class that he wanted to continue through the eighth grade.

Language proficiency: Three tests were administered at the end of the 1967-68 school year: listening comprehension, spelling (introduction to French phonics) and speaking. There was no significant difference in the scores of the two groups in listening comprehension. (See Appendix D for sample items.)

TABLE 7

Comparison of test scores: Listening comprehension (45 items)

Grade 3

	Mean	Median	Q_3	Q_1
E Group	41	43	44	30
C Group	42	43	45	30

The spelling test consisted of the oral dictation of 25 French items: phonemes and words formed from combinations of these sounds.

A preliminary test revealed a marked superiority of the C over the E group in this type of language activity although both groups had been taught the same way during the same period of time. Upon inquiring it was discovered that in the first grade the children in the C group had been introduced to reading English through phonics, while the children in the E group had been subjected to the "see-and-say" or sight-reading approach with little or no notion of phonics. Before administering the final test, therefore, the instructor spent an extra class period trying to develop in the E group the habit of correlating individual letters and clusters of letters with specific sounds. This extra lesson sufficed to narrow the gap between the performance of the two groups, although the C group still scored somewhat higher than the E group on the final test, as shown in Table 8.

TABLE 8

Comparison of test scores: spelling (phonics) 25 items

Grade 3

	Mean	Median	Q_3	Q_1
E Group	18	17	21	12
C Group	19	21	24	14

The speaking test called for immediate response, in the form of brief statements showing mastery of basic vocabulary and structures, to stimuli in the form of 40 selected picture flash cards.

The test was not designed to measure the individual child's proficiency but the accuracy and speed of the responses of the class as a whole. There was no significant difference in the performance of the two groups.

A comparison of the children's test scores in listening comprehension and phonetic spelling with their IQ scores confirms once again what research tells us about language ability: it is not mathematical nor is it measured by IQ. The Spearman rank correlation coefficient (corrected for tie values) was used to show the level of correlation between test scores and IQ's for each class. For the E group it was .462, where the critical value at the 1% level is .42. For the C group it was .191. In other words the E group showed slight positive correlation and the C group almost none between their French langauge proficiency, as manifested in the tests, and their intelligence quotient.

Parents' classes

An innovative feature of the second year of the program was the[2] weekly classes for interested parents of the children in the E and C groups. A different evening was assigned to each group to meet with the project instructor or director. At these sessions the parents became acquainted with the objectives, materials and procedures used in the children's classes. Mothers and fathers attempted to learn, with varying degrees of success, to pronounce and manipulate words and expressions their children had learned or were presently learning and become acquainted with the cultural materials from France. As a consequence, the French language and culture could, and often did, become a topic of family conversation.

Judging by the numbers who attended the sessions, the parents of the C group were just as interested in the classes as the parents of the E group. Because of other commitments, few of the parents were able to attend all the sessions, but all who attended any of them indicated on a survey that they found them enjoyable and helpful. Parents who had been unable to be present for any of the soirees expressed interest in them and regret that other obligations prevented them from attending.

IV. LINGUAL-CULTURAL EXCHANGES: THIRD YEAR (GRADE 4)

Locale

The third year of the program (1968-69) took the American children from the northwest to the southwest of France, from Bethune on the windswept fields of Flanders to Grenoble and Annecy in the shadow of the snowcapped Alps.

The boys' school, Externat Notre-Dame, is a recently completed structure just opposite the winter sports palace built for the 1968 winter Olympics at Grenoble. To the boys in the classe de 8e (10-11 years old) and to their Cincinnati counterparts, Grenoble spelled "skiing." From the slides and tapes it was easy to believe that this ancient capital of Dauphine, built on the site of a Roman town, is truly "the city where every street ends in a mountain"—and every mountain hosts a ski-run.

The girls' school, Notre-Dame des Fins, is located not far from the picturesque old quarter of the quiet resort town of Annecy, on the shore of the beautiful lake of the same name. This city of flowers—and Gillette razors—was recently selected as the subject of an intense sociological study of the leisure activities of the typical French city of tomorrow.[6] It represents a well-balanced combination of what typical French cities like to think they are: respectful of the past and open to the future while advancing economically and culturally in the present.

The project instructor, while on business abroad in the summer of 1968, met with the director of the boys' school in Grenoble and the directress of the girls' school in Annecy to complete final arrangements for the 1968-69 "twinning" program. Although several topics of interest to American children were proposed to the cooperating teachers at the two schools, they were left free to make substitutions and additions as circumstances and their good judgment would dictate. Each teacher received a sample slide-tape unit from the Bethune series to use as a model. As in previous years there was an introductory exchange of snapshots between children in E group and their new "twins."

Topics treated in the exchanges

Among the student activities portrayed by the boys in the units from Grenoble were: preparations for a day of skiing in the mountains, a ski lesson, a tour of the open market, a visit to the old quarters of Grenoble and a trip to the Chartreuse valley with its ancient monastery.

The girls showed how to prepare and eat cheese fondue (the traditional culinary specialty of the Savoie), took a walk through historic old Annecy with its quaint buildings and arcaded streets, went on a picnic, and visited the fine old castle of the dukes of Savoy-Nemours which overlooks the city.

---

[6] Dumazedier, J. et A. Ripert, Loisir et culture, Editions du Seuil, Paris, 1966.

The E group reciprocated with such audiovisual episodes as boy scout and girl scout outings, a Hallowe'en party and a bowling party, the St. Patrick Day parade in Cincinnati and an introduction to the American national sport of baseball. At the request of the teachers in Grenoble and Annecy an English translation of the French dialogue was also recorded on the tape. (For a list of the slide and tape components of the third year's exchanges, see Appendix B.) .

Evaluation of the materials from France

All the visuals from France were valuable from a cultural point of view although the quality of the photography was very uneven. The overall impression they conveyed was one of consistency in the French cultural patterns despite the great variety in physical environment. There were the recurring images of the open market, the walled chateau, the narrow, winding streets, the classroom with its double desks, the breakfast of *café au lait* and *tartines*, the holiday customs—as in the slides from Bethune.

The sound quality of the recordings was generally good, especially those prepared by the boys. Segments of their dialogues could serve as models of French intonation patterns for drill in phonetics. Pedagogically some of the dialogues were too lengthy or unexciting to be assimilated in the class time available; others, however, were well suited to memorization and dramatization by the students. A pleasingly genuine dialogal note often prefaced the messages from the boys: the tape would begin with questions and remarks about details in the most recent mailing from the E group. In one instance alternative recordings were supplied with the slides: one in dialogue and the other in simple expository form.

Activities related to the exchanges: correspondence

Tapes and slides received from Bethune too late for presentation in the third grade were presented at the beginning of the fourth grade. This conveniently filled the time between the beginning of the new school year and the arrival of the first communications from Annecy and Grenoble. It also permitted the children to renew contact with their twins of the previous year and proved to be an incentive to engage in exchanges on an independent, individual basis now that there would be no more illustrated messages from the classes as a whole.

The first person-to-person or *I-thou* letter received by a member of the E group arrived early in October. There followed a steady stream of some 60 communications during the course of the year. Each one was shared with the teacher and the class. To help the respondents compose their replies, the instructor had the E group copy from the board a set of basic sentences regarding identity, birthday, family, address, house, pets, etc. These patterns could be individualized by means of simple substitutions selected from items in the French notebook.

Maps, brochures and postcards featuring the city of Cincinnati and the state of Ohio were sent to the twin classes in Grenoble and Annecy.

The latter reciprocated with similar promotional materials pointing out the attractions of Dauphine and Savoie. Copies of class schedules were also exchanged.

In December a large model of an American Santa Claus was sent to each of the French schools. Christmas-inspired drawings and greeting cards made by the children were also exchanged. The girls in Annecy also drew pictures of their homes rich in architectural and sociological interest.

A box of American cake mix was sent to each cooperating teacher as a bit of realia to accompany the set of slides showing one of the girls in the E group making a "box" cake.

Language Instruction

Formal exercises for review and progress in the French language were drawn largely from Raymond Lichet: Exercices en français facile, No. I. This attractive little volume, in workbook format, afforded a fresh visual approach to the mastery of basic vocabulary and points of grammar. Each page, generously illustrated with simple line drawings or photographs, invites individual practice in a different problem area and lends itself to exercise in the four language skills: listening, speaking, reading and writing. The pictures provide clues to listening comprehension and stimulate dialogue; the captions serve as reading matter; fill-in and copy exercises based on the captions reinforce spelling and written grammar.

With this versatile tool the teacher was able to focus attention at will on the pronunciation and spelling of groups of words with minimal phonemic differences, on word recognition, on gender and number, affirmation and negation, declaration and interrogation. Words presented in logical groups helped to build vocabulary by idea association as well as pictorial association. For example, words relating to trades, crafts, services, commerce, etc., are presented in statements of who-does-what-with-what-and-where. As a logical result the child associates verbs with nouns and people with things and actions. (See Appendix E for summary of items treated in this book which were presented in the class.)

The children continued to use their slates when doing simple arithmetic and spelling exercises for immediate correction by the teacher. They also continued to make entries in their cahiers de français— paradigms, segments of the tapescript and lyrics of songs, were occasionally copied from the board after they had been practiced orally and assigned to be memorized for ready recall.

By the end of the year the pupils were able to read aloud from mimeographed copies of selections from the French dialogues. Different children read the different parts, imitating the rhythm and intonation patterns of the tape recordings.

There were oral transformation drills with verbs of the first conjugation, avoir, être, faire and aller in the present indicative—declarative and interrogative. Flashcards with the changeable parts of the verbs: subject pronouns and personal endings--proved to be effective teaching aids in the transition from spoken to written grammar.

The children created original sentences based cn a model such as Je vais... Je peux... Je sais...+/infinitive + /object and negative and interrogative forms of these statements as well.

Exercises in phonics and phonetic spelling stressed the sounds [u], [o] [e], [ɛ̃], [ɔ̃] and the recognition of pronounced and unpronounced final consonants.

By the end of the third year the children had used about 800 of the first 1,300 words in *le Français fondamental*. This figure does not include the words in the folksongs the children learned to sing by rote.

V. RESULTS AND FINDINGS

The main purpose of the twinned classroom experiment was to ascertain whether or not the attitudes, motives and language proficiency of children engaged in a long sequence (5-10 years) vary significantly as a function of interpersonal contacts, through the exchange of illustrated cultural dialogues, with peer groups who speak the target language and are bearers of its culture. The hypotheses are restated here:

Hypothesis 1: The intensity and duration of favorable attitudes and motives of children engaged in a long foreign language sequence are positively affected when the instruction is accompanied by satisfying encounters with native speakers of the target language, especially when they are of the same age as the learners and are engaged in meaningful activities in their own cultural environment.

It is almost a "common sense" assumption that variety in the matter of persons, situations and environment enhance the interest of long exposure to a people and their cultural milieu.

Hypothesis 2: The imposition on the regular language instructional program of the paralinguistic activities required to negotiate the interpersonal, intercultural exchanges will not adversely affect the progress of the subjects in the acquisition of the desired foreign language skills.

To determine the effect of the exchanges on the intensity and duration of favorable attitudes and motives at the end of the initial period of three years,[7] a series of inventories, surveys and tests were administered during May, 1969.

CHANGED COMPOSITION OF THE E AND C GROUPS

In mid-November, 1968, pupils in the fourth grade classes at the school where the E group is located were regrouped for instructional and administrative purposes. As a result, four of the original subjects were withdrawn from the E group and six new students assigned to it. The new subjects had been studying French since September under a student teacher completing her training as a FLES specialist. They seemed to adjust without much difficulty to the instructional methods and materials used with the E group and by the end of the year were on a par with the others in the class.

In October both groups were given a mental ability test. The following table shows the slight changes that had occurred in the composition of the E and C groups with regard to class size, sex distribution and I.Q. between the first and the third year of the experiment.

---

[7] The experiment is planned to extend over a minimum five-year period in order to test the main hypothesis which is concerned with the duration of attitudes and motives over a 5-10 year period.

TABLE 9

Changes in the composition of the E and C groups, 1966-69

		Subjects			IQ			
Groups	Year	Boys	Girls	Total	Mean	Median	Q_3	Q_1
E	'66-'67	22	22	44	106	105	113	100
	'68-'69	19	23	42	102	103	110	97
C	'66-'67	21	23	44	104	105	110	99
	'68-'69	17	22	39	105	106	111	101

The above figures show a decline in the IQ of the E group and a slight rise in the IQ of the C group.

INSTRUMENTS FOR APPRAISING ATTITUDES AND MOTIVES

1. Inventory of subjects' attitudes toward French class

Because of the limited vocabulary and powers of discrimination of the average 7-9 year old, the wording of the inventory used during the three-year period had to be very simple. The one prepared for this study consisted of seven questions to which the subject answered by circling one of three responses: Yes, No, Don't know. The questions are as follows:

1. Do you like French?
2. Do you think French is hard?
3. Do you think you have done well in French?
4. Would you like to learn more French next year?
5. Do you think that your parents are pleased that you are taking French?
6. Do you tell your family about what you are learning in French class?
7. Do you sometimes use French outside of class?

Mimeographed copies of the questions were distributed to the children in the French class; the items were read aloud by the instructor to help any child who might have difficulty reading them himself.

TABLE 10

Responses to questions regarding attitude toward French (third year)

Question	E Group Yes	E Group No	E Group Don't Know	C Group Yes	C Group No	C Group Don't Know
1. Do you like French?	98%	—	2%	85%	5%	10%
2. Do you think French is hard?	12%	60%	28%	8%	64%	28%
3. Do you think you have done well in French?	63%	9%	28%	72%	7%	21%
4. Would you like to learn more French next year?	98%	—	2%	90%	7%	3%
5. Do you think your parents are pleased that you are taking French?	93%	2%	5%	93%	—	7%
6. Do you sometimes tell your family about what you are learning in French?	93%	7%	—	90%	10%	—
7. Do you sometimes use French outside of class?	91%	9%	—	98%	2%	—

The greatest difference in percentages in the two groups is in answer to the questions 1), 3) and 4). Group E registers 13 percentage points higher than group C in its affirmative answer to the question, Do you like French? but 9 percentage points lower in its affirmative answer to the question, Do you think you have done well in French?and again 8 percentage points higher in its affirmative answer to the question, Would you like to learn more French next year? It appears that although more in the C group feel successful in French, fewer like it and want to continue studying it than in the E group. The child in the E group who checked Don't know or No in answer to questions 1), 4) and 5) is doing well in class but knows that her parents are indifferent and were originally opposed to it. The same proportion in each class feel they have the interest of their parents. (Their judgment is supported by statements by the parents themselves. See Table 20)

As a means of checking the validity of the answers given in this teacher-administered instrument, a companion evaluation sheet, in the form of a rating scale, was sent to the subjects' parents to be checked by them and returned to the director. (See Appendix F.)

TABLE II

A two-year comparison of subjects' attitudes toward French class as reported by their parents* (second and third year)

	Greater	Equal	Less
1. Child's interest as compared to last year:			
E parents	56%	38%	6%
C parents	61%	34%	5%
2. Frequency with which child speaks French as compared to last year:			
E parents	50%	36%	14%
C parents	53%	42%	5%
3. Child's attitude toward continuing French next year:			
E parents	84%	14%	2%
C parents	74%	21%	5%

*A response was received from the parents of every subject except one in the C group.

According to items 1) and 2) the C parents tend to see their children in a better light than the E parents see theirs. However, the latter seem to have made a more accurate assessment of their children's positive and negative feelings toward continuing French. If the combined figures under eager and willing are regarded as equivalent to the percentage of yes answers given by the E group in response to each or either of the two questions: Do you like French? and Would you like to learn more French next year? the percentage is seen to be identical: 98% of the parents consider their children favorably disposed toward the prospect of continuing French; 98% of their children say they like it now and want to continue it in the future. The parents of the C group, on the other hand, think that 95% of their children want to continue French, whereas only 85% of their children answered "Yes" to the question, Do you like French? (10% checked Don't know) and only 90% said they would like to learn more French next year.)

2. Inventory of the subjects' attitude toward French people and France

We are disposed to like anything closely associated with persons we love: "Love me, love my dog." Attitudes toward a given language and toward the persons who speak it may be presumed to be positively correlated. A child's feelings about French people and France will normally reflect his feelings about studying the French language.

A questionnaire was devised whereby the subjects would be invited to express themselves in such a way as to reveal directly or indirectly the quality and intensity of their attitudes toward France and her people as they have come to know them through the French class. For example, one question asks In what way are the children of France different from you? If the perceived differences are unacceptable in our society the respondent may be presumed to have reasons to dislike the French. If the perceived differences are valued in our society it may be presumed that the respondent has reasons to like the French. Another question asks, If you could not be an American to what country would you like to belong? Since all the subjects had been studying geography in the fourth grade, with special attention given to several colorful countries exclusive of France, the choice of France would be highly significant because it would have had to compete for favor with countries recently studied in a very favorable light in social studies.

The following are the free response questions that made up the inventory:

1. In what way are the children of France like you?
2. Do you like them? Why?
3. How do you know about them?
4. In what way are the children of France different from you?
5. Would you like to visit France? Why?
6. Would you like to live in France? Why?
7. Do you know about boys and girls of any other countries?
8. If you could not be an American, to what country would you like to belong? Why?

The individual replies were transcribed, examined, compared and then classified according to the categories into which they seemed to fit best. The categorized responses to each question are listed in the following tables, together with the number of replies in each category made by the respondents in each group.

TABLE 12

Question: In what way are the children of France like you?

	Replies	
Categories	E group (42)	C group (39)
Appearance	34	20
Actions	17	12
Possessions	7	4
Being: "They are people like us."	6	8
Total, descriptive items	64	44

TABLE 13

Question: Do you like them? Why?
All, i.e., 81 pupils, answered the first question in the affirmative. The reasons given are classified below.

Replies		
Categories: Qualities	E group (42)	C group (39)
Nice	12	11
Interesting (fun to learn about, to listen to)	6	11
Resemble us		7
Are friendly	3	
Seem friendly		4
Are kind, helpful	4	
May be helpful		1
Dress interestingly	1	
Neat and clean	2	2
Happy all the time	1	1
Independent, inventive		1
Status		
God's children	2	5
Possessions		
House: neat, pretty	2	3
Actions		
They can ski	3	2
They talk like us	2	1
Interpersonal relationships		
They like us	2	
I have seen them and I like them	3	
We send letters and pictures to each other.	9	
I like learning their language	4	1
It would be fun to play with them.	1	1
I am supposed to love everyone	1	1
"It's a great opportunity to know them."	1	
Total reasons given	59	52

The most apparent difference in the replies of the two groups are in the categories of quality and interpersonal relationships. Whereas 3 in the E group state that the French children are friendly, 4 in the C group note that they seem friendly; similarly, 4 in the E group say the French children are kind and helpful, as compared to 1 in the C group who thinks they may be helpful. There are 24 statements from the E group as compared to 3 in the C group specifying activities associated with interpersonal relations as reasons for liking French children.

TABLE 14

Question: How do you know about them?

Categories:	Replies E group (42)	 C group (39)
Slides and tapes	24	22
Dialog: We talk to them, they talk to us	11	
Correspondence	13	
Instructor, French class	19	15
Geography	5	2
Total responses	72	39

Both groups apparently felt that the slides and tapes from France were a more important source of information about the French children than was the teacher himself.

TABLE 15

Question: In what way are children of France different from you?

Categories:	Replies E group (42)	 C group (39)
Language	24	21
Clothing and appearance	16	10
Food and eating habits	9	4
Housing: home, school, furniture, etc.	3	3
Habits, customs (unspecified)	3	8
Various: commerce, utensils, handwriting, scenery	7	3
Total statements on differences	62	49

Neither group specified differences which could be classified as either acceptable or unacceptable in our society. On this score, the question was without value as an indicator of likes or dislikes.

Both groups find language the area in which French children differ from them most. It would be interesting to see if the response would be the same if they were asked in what way the children of Mexico or Brazil—two countries studied in depth in social studies—differ from them.

TABLE 16

Question: Would you like to visit France? Why?
All the subjects, except one child in the E group, answered the first question affirmatively; the reason given for the negative answer: "I am used to things in Ohio."

Reasons for wanting to visit France	E group (42)	C group (39)
Interesting things to see		
unspecified	18	22
specified	8	3
interesting or "fun" things to do		
unspecified		5
specified:		
meet friends	15	
learn more about the people and how they live	9	
speak French	5	
ski	2	
live and speak like French people	1	
visit schools we worked with	1	
various		
nice place: climate, scenery		8
the people seem nice		1
they live in clean houses		1
boys don't have to wear long pants until they are 21		1
"I've never been there"	1	
"It's an exciting place!"	1	
"I already know about the French people."	1	
Total reasons	62	41

Thirty-five of the 41 reasons given by the C group are characteristically general and vague. Forty-four of the 62 reasons given by the E group are specific; of these, over 20 are based on communication and interpersonal relations.

TABLE 17

Question: Would you like to live in France? Why?

Response	E group (42)	C group (39)
Yes	23	13
No	19	26

Reasons for saying "Yes":		
Nice place (scenery, climate, buildings)	4	4
Interesting things to do,		
unspecified	3	2
Specified:		
see what the country is like	5	1
learn more about the people	4	3
see the open markets	5	
talk to the people	4	1
ski	3	3
learn what French children learn in school	2	
Various:		
line in a clean house		1
teach English		1
"I like the way they live"	1	
"It would be just like home"		1
Total reasons for saying "Yes"	31	17
Reasons for saying "No"		
"I like Cincinnati (Ohio, USA) better	10	9
"would miss parents and friends"	3	2
"don't know French very well	3	2
"not used to France and French habits	2	2
"would rather live in Africa (or another country)	1	3
"hardly know anyone there"	1	
"French don't travel like us"	1	
sad about resignation of DeGaulle and trouble with the franc	1	
"French don't have neat stuff like us"		1
Ugly, crowded streets		2
"France is old-fashioned, not in space age"		1
rainy and cold there		1
don't like it much		1
don't know why		2
Total reasons for saying "No"	22	26

Fifty-five per cent of the E group as compared to 33 per cent of the C group express a desire to live in France. The most important reasons given by both groups for not wanting to do so is a laudable and understandable attachment to home and country. Only 2 in the E group as compared to 6 in the C group cited undesirable features of France itself as being responsible for their unwillingness to take up residence there.

TABLE 18

Question: Do you know about boys and girls of any other countries? What countries?

Response	E group (42)	C group (39)
Yes	37	39
No	5	—

The 5 in the E group who answered "No" probably confused "know about boys and girls" with "know boys and girls" and equated knowing with personal contact with them as in the twin classroom exchanges.

Both groups named over 20 places: countries, continents, etc., with which they are acquainted through social studies, TV, travel and reading. There was no marked difference in the lists compiled of the places named by the E and C groups.

TABLE 19

Question: If you could not be an American, to what country would you like to belong? Why?

The respondents did not always distinguish between continents and countries. Places mentioned more than once are listed below, with reasons for the choice.

Place	Reasons	E group (42)	C group (39)
France—(E group: 25) (C group:13)			
	know about the country and like it	12	10
	know the language	7	8
	know and like the people and the way they live	14	
	want to know more about the country and people	5	1
	they have good food	4	
	can go skiing	1	3
	Total reasons	43	22
Africa—(E group: 5)			
	It's hot; lots of animals; no speed limit		

Table 19 (continued)

Place	Reasons	E group (42)	C group (39)
Germany	relative lives there	1	3
England	speak English; see the queen	3	11
Europe	interesting		3
Hawaii	climate; surfing	3	

(One student in the E group chose Monaco; she had received a postcard from her pen pal in Bethune who was vacationing there--the place looked pretty.)

Evidently France, as seen in the non-professional slides showing everyday situations in the lives of middle-class children, is more attractive to the majority of pupils in the E and C groups than are the countries that have been presented to them in media exploiting the skills of the experts in the visual arts.

A survey was made of the students' favorite French activities, some of which are more closely associated with the twinning factor than others. The subjects were told to assign a number 1), 2), 3), etc., in the order of preference, to each of the following activities:

Seeing new slides
Singing
Learning to say new things
Games (audiolingual practice)
Spelling
Reading
Writing
Exchanging letters, drawings, etc., with children in France

(The last item was omitted from the list distributed to the C group since it did not apply to them.)

The results of the inventory are listed on the following page.

TABLE 20

French activities in the order of preference - third year

	E group (42)		C group (39)	
Rank	Activity		Activity	
I	Exchanging letters, etc.	32%	Seeing new slides	44%
II	Seeing new slides	29%	Singing	28%
III	Games (audiolingual practice)	25%	Games (audiolingual practice)	15%
IV	Learning to say new things	14%	Learning to say new things	13%

Among the various French activities, the presentation of visuals showing French children in real life situations continues to rank high with both groups, being preceded in the E group only by the interpersonal exchanges begun in the third year of the program. Questioned concerning the influence the individual exchanges may have had on their children's attitude toward and motive for studying French, 57% of the E parents said they had a strong positive effect, 30% said they had some positive effect and 13% said they had no noticeable effect. According to their report 30 subjects in the E group took the initiative in the correspondence, 23 of them receiving answers. The number of mailings from Cincinnati to Bethune or from Bethune to Cincinnati in individual cases ranged from 1 to 6 between October and May.

From the beginning the C group has shown more aptitude for choral work and taken more pleasure in group singing than the E group. Several times during the past they were invited to sing French songs at public entertainments.

An inventory was also taken of the subjects' preferences among the various materials used for French instruction: slides and tapes, the students' notebook and the workbook, *Exercices en francais facile*.

TABLE 21

Instructional materials in the order of preference - third year

	E group (42)		C group (39)	
Rank	Material		Material	
I	Slides and tapes	78%	Slides and tapes	61%
II	Workbook	14%	Students' notebook	26%
III	Students' notebook	7%	Workbook	13%

The children were instructed to give a zero rating to any material they did not like. In the E group the workbook drew 5 zeros and the notebook 2 zeros as compared to one zero each from the C group. The C group seems to be more geared to reading and writing than the E group which appears to prefer oral exchanges.

INSTRUMENTS FOR APPRAISING LANGUAGE ACHIEVEMENT

To test the validity of Hypothesis II, which suggests that the paralinguistic activities associated with the inter-group and the interpersonal exchanges of the twinned classroom procedure do not impede pupil progress in the linguistic skills properly so-called, the subjects were given final tests in the four language skills. The content of the tests was drawn entirely from sources other than the materials received from "twins" abroad.

All of the E and C subjects took the Oral French Comprehension Test, Level II, prepared by Ralph Garry and Edna Mauriello and published by Heath de Rochemont. The instructor did not "teach for the test." He did not see it until several days before it was administered. (The final section, composed of II items dealing with clock time and numbers was omitted because the children had not had practice in telling time with fractions during the past year.) Every item of the test has been subjected to standard item analysis procedures and reliability has been determined by the application of the Kuder-Richardson formula. The test form is composed of sheets of pictures which illustrate the structures whose comprehension is being tested. The cues are spoken. On hearing the cue the child selects what he considers to be the correct illustration from a group of four and circles a letter corresponding to that illustration on his answer sheet. Although norms have not yet been set for this test—or any other FLES test—it was chosen because the materials are constructed in a form which is similar to but not identical with the instructional materials and procedures used in the project classes. The test content covers the Parlons Français materials proposed for mastery at the end of the fifth semester in a sequence beginning in Grade 4, that is, in the middle of Grade 6. The E and C groups were in Grade 4 when they took the test and had at that time completed five and a half semesters of French instruction. The examination was administered to both groups on the same day and under similar testing conditions. The scores of the E and C groups are listed below.

TABLE 22

Listening comprehension test scores
Total items: 43

	E group (42)	C group (39)	t-test	Probability at 1% level
Mean	30.5	28.6	1.54	.20
Median	31	29		
Q_3	35.5	32		
Q_1	26	26		
Range	41-14	37-17		
S.d.	6.5	4.3		

The speaking test was administered in the college language laboratory which has 49 positions equipped for test-controlled recordings on magnetic discs. The E and C subhects were bussed to the campus in separate groups for two sessions on two different days: the first for orientation to the lab and practice in recording under simulated test conditions and the second for the test itself.

The test was made up of a series of 30 oral questions or statements. Each cued response involved a single, predetermined problem in structure, grammar, vocabulary or pronunciation.

At the time of testing, each item was repeated once and followed by a brief pause for the subjects to compose their answer mentally. Then the item was repeated a second time for immediate oral response in the brief segment of time that the individual turntables were activated by remote control from the master console. (See Appendix D for the test items.)

In order to guarantee objectivity in grading the recorded responses, a system of coding and mixing was used to protect the anonymity of the students and the identity of their group. The recordings were checked by the director who, unlike the instructor, was unable to identify the subjects by their voices. The results of the test are listed in the following table.

TABLE 23

Speaking test scores

Total items: 30

	E group (42)	C group (39)	t-test	Probability at 1% level
Mean	25.9	23.2	2.73	.01
Median	27.5	24		
Q_3	29.5	28		
Q_1	23.5	20		
Range	30-16	30-8.5		
S.d.	3.8	5.1		

The reading comprehension and writing test was based on material in Lichet: Exercices en français facile. The writing consisted of one-or two-word responses to printed questions or statements, or the selection of the correct article to complete a noun cluster. The test, which contained 47 items, was administered to the E and C groups on the same day and under the same conditions. (See Appendix for sample items from the test.) The results of the test appear in the following table.

TABLE 24

Reading comprehension and writing test scores

Total items: 47

	E group (42)	C group (39)	t-test	Probability at 1% level
Mean	40.5	38.6	1.72	.10
Median	42	39		
Q_3	45	42		
Q_1	38.5	36.5		
Range	47-28	47-27		
S.d.	5.4	5.3		

A comparative table of the combined scores of the three language tests administered to the E and C groups follows:

TABLE 25

Combined scores: Listening, speaking, reading and writing.

Total items: 120

	E group (41)	C group (38)	t-test	Probability at 1% level
Mean	97.1	90.6	2.21	.05
Median	99	91.75		
Q_3	108.5	100		
Q_1	86.75	83.5		
Range	117-67	111-59.5		
S.d.	12.7	13		

A comparison of the mean test scores of the E and C groups, using the t-test of significance, shows a significant difference in the scores in the speaking test and in the three tests combined. In speaking and in overall performance the E group scores significantly higher than the C group,

At the end of the third year of French instruction there was still only slight correlation between FL achievement and IQ in either group. The following table shows the Spearman rank correlation coefficient (corrected for tie values) for the level of correlation between the language test scores and IQ's.

TABLE 26

Correlation between test scores and IQ

Test	E group	C group
Listening	.43	.50
Speaking	.44	.67
Reading and writing	.40	.33
Combined tests	.51	.59
Critical value at 1% level:	.42	

A final survey of the parents' attitude as affecting and reflecting that of their children was made in May 1969. A comparative table showing the percentage of parents in each group who indicated opposition, disappointment, indifference, pleasure or enthusiasm on a reaction scale at the end of each of the three years of the experiment is given below.

TABLE 27

Attitude of parents toward the French class: three years

	E parents			C parents		
	'67	'68	'69	'67	'68	'69
Opposed	0	0	0	0	0	3%
Disappointed	0	0	0	0	3%	6%*
Indifferent	4%	3%	4%	0	5%	1%
Pleased	33%	46%	48%	54%	52%	53%
Enthusiastic	63%	30%	48%	46%	40%	37%
No. of replies	76	69	82	70	61	71
	87%	87%	97%	80%	74%	91%

*These parents wrote that they were not disappointed in the program but in their children who failed to appreciate its value and were not eager to continue with the class.

At the end of the third year a large majority of the parents supported the program with 95% of the E and 90% of the C parents checking positive responses: "pleased," "enthusiastic," on the scale. Although the average attendance of the E parents at the monthly evening class for parents was only about 50% of that of the C parents they were evidently more enthusiastic about the French program insofar as their children were concerned than were the C parents. There were no negative reactions: "opposed," "disappointed," and 48% "enthusiastic" ones from the E parents as compared to 9% negative and 37% enthusiastic ones from the C parents.

Both parents tend to share the same feeling about the class although occasionally the mother will check "enthusiastic" when the father checks "pleased," and vice versa.

Between the second and the third year there was a rise of eighteen percentage points in the enthusiasm of the E parents in contrast with a three percentage point decline in that of the C parents.

In answer to the note sent each year to all the parents inviting them to make constructive criticisms and suggestions for improving the program no parent in the C group ever alluded to the independent variable: the exchanges with children abroad. It is probable that since the E and C schools are located in two different suburbs of Cincinnati many of the C parents were unaware of the variable applied exclusively to the E group.

Typical of written comments from parents of subjects in both groups are the following:

"The program is excellent and valuable for the children."

"My child is enthusiastic about the class and we hope it continues."

"The children's interest in the people and customs of another country has been aroused."

"The teacher is excellent and keeps the interest of the children."

"We feel that the French class benefits the child in other subjects studied at school."

"We hope that the same opportunity will be offered to more children."

"I am amazed that such profound interest in any subject could be aroused in a fourth grader!"

VI. CONCLUSIONS AND RECOMMENDATIONS

Although reasonable attempts were made to control all the conditions in which the independent variable was being manipulated: population, environment, instructor, scheduling, methods, materials, tests, etc., the factors that affect the attitudes and motives of some 80 individuals over a three-year period are so varied, hidden and complex that it cannot be maintained beyond the level of probability that the effects noted in the behavior of the E group, and which support the original hypotheses, were caused by the experimental variable.

According to the data on attitudes and motives gathered in the questionnaires, inventories and scales administered to the subjects and their parents at the end of five and a half semesters of the French program, 98% of the E group as compared to 85% of the C group like French and 98% of the E group as compared to 90% of the C group would choose to continue to study French if they were given the option.

All the subjects have positive feelings toward French children. Half the E group justify these feelings in terms of personal relationships, making explicit statements to this effect. Fifty-six percent of the C group limit the statement of their reasons to weak, general adjectives like "nice" and "interesting."

Practically all the subjects would accept an invitation to visit France but whereas 20 in the E group gave reasons for wanting to do so based on anticipated interpersonal relations, the reasons given by the C group were almost entirely "thing-centered"—interesting things to see and do.

Fifty-five percent of the E group as compared to 33 per cent of the C group would like to live in France. Only two in the E group as compared to six in the C group cited as reasons for not wanting to live there things that could be considered derogatory of France or her people.

Among the various materials and procedures used in the French classes those favored by both the E and C subjects were the ones directly related to the cultural and personal features of the twinned classroom design: the slides and tapes featuring French children and, for the E group, the individual, interpersonal exchanges these fostered.

Although significantly more parents of the C subjects than of the E subjects attended the parents' classes, at the end of three years 95% of the E parents as compared to 90% of the C parents continued to be either enthusiastic or pleased with their children's French program, or more specifically, with their children's attitude toward it.

From these findings one is led to conclude that, beginning with the first year, periodic exchanges of correlated slides and tapes between the learners of the target language and the peer groups who are both native speakers of the language and bearers of its culture, foster attitudes and motives favorable to the study of the foreign language during at least three years on the part of 90% of learners when the subject of the slides and tapes is the children themselves.

It also seems probable that the slides and tapes from abroad, representing peer groups in everyday situations in their own cultural environment, were responsible, at least in part, for the low attrition rate in the C group. Even where there was no question of reciprocity or exchange, the audiovisual sequences prepared by amateurs seem to have contributed, by their variety and evident authenticity, to the formation of favorable attitudes toward the French class, French people and France.

Another determining factor in the subjects' attitude toward the program was undoubtedly the instructor. Unsolicited testimonials from parents, principals, classroom teachers and the children themselves establishes the fact that he was able to maintain excellent rapport with the children of both groups throughout the three years of the experiment.

But the instructor himself asserted that he would not have been interested in taking on this assignment and remaining with the program for three years if it were not for the experimental variable: the twin classroom exchanges.

The combination of (a) a good teacher, (b) child-centered, authentic audiovisuals from abroad--with or without the element of reciprocity--and (c) parental interest seem to account, at least in part, for the continuance of positive attitudes on the part of both the E and C groups.

As for the effect of the twinning procedures on the subjects' progress in the foreign language, the final tests of pupil achievement in the four language skills show that while both groups have reached a level comparable to that expected of older students who have been studying French for an equal length of time, the E group scored higher on each test and significantly higher on the speaking test and the four skill tests combined.

To summarize:

a) the experimental variable: the twinning procedure, seems to account for a specific behavior variable, namely, favorable attitudes and lasting motivation toward continuing the study of French beyond the three-year period covered by the initial phase of the program (Hypothesis I).

(b) the twinning procedure not only had no adverse effect but on the contrary seems to have had a positive effect on the language performance of the subjects involved in it. (Hypothesis II).

(c) the twinning practice was a decisive factor in motivating the instructor. This would seem to illustrate the point made by Elton Hocking, "... putting the language into the authentic context of contemporary foreign life and bringing that life into our classrooms in sight and sound--this immediacy, this compelling illusion of 'you are there,' is an endless source of motivation for the learner--and also for us teachers, who sometimes need it most."[6]

d) the technical quality of the audiovisual exchanges left much to be desired when measured by professional standards. They would be unacceptable to the teacher who will use nothing but scientifically quality-controlled techniques and teaching aids. But the twinning procedures and products could be a boon to the teacher who wants to include in his FL classes experiences and materials that, with all their technical flaws, are genuinely and dynamically human. Pupil response during the twinned classroom experiment points to the conclusion that in addition to good professionally prepared FL teaching materials there is a place for some materials whose very awkwardness and imperfection is proof of the genuineness of the pupil involvement in their production.

e) the favorable attitudes and interest of parents, while helpful, did not seem to have as much bearing on the subjects' attitudes as did the peer group exchanges;

f) the controlled intercultural exchanges, begun on a twin class basis, may evolve, with favorable results in pupil behavior, into free exchanges between individuals after the group activities have been terminated.

---

[6] "The Sound of Pictures," Modern Language Journal, Vol. 52, No. 3, (March, 1968), p. 143.

RECOMMENDATIONS

The results of the first three years of the twinned classroom program seem to justify its being extended, as originally planned, to complete a sequence of at least five years. This seems necessary if there is to be a valid test of its ability to maintain the attitudes and motives favorable to studying a foreign language voluntarily during the whole length of time necessary to achieve minimal proficiency in the four skills.

Since the results of a single experiment in this complex area of the interaction of attitudes, motives and language learning cannot be regarded as conclusive, it is recommended that the twinned classroom approach be repeated by other teachers of foreign languages. This could be done with programs beginning in junior high school as well as in the elementary grades.

There should also be experiments with varying frequencies of exchanges, for example at intervals of six weeks or two months, as well as on a monthly basis.

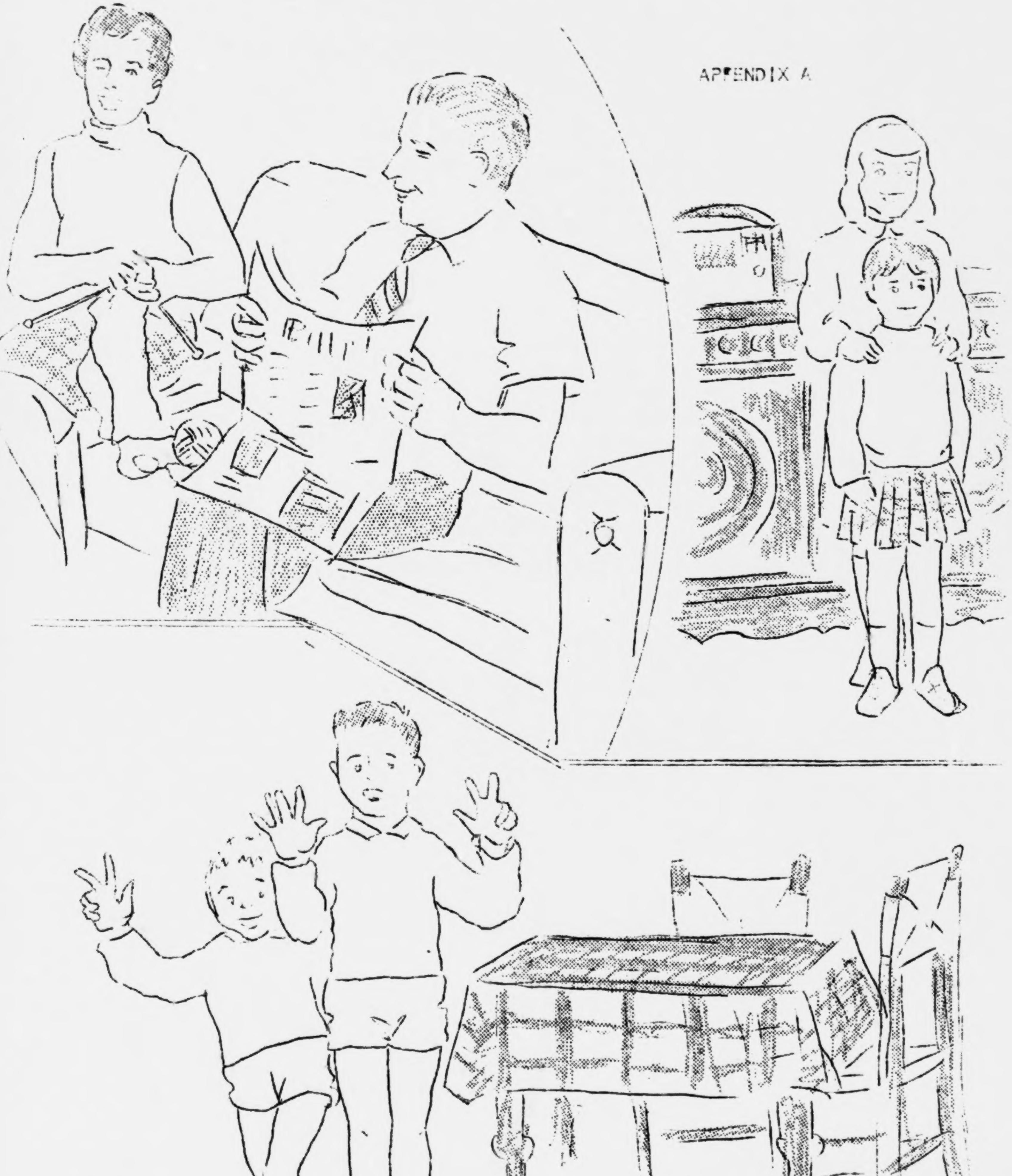
Exchanges should also be made with peer groups representing cultures in stronger contrast with the American culture than that of France.

Experiments might also involve as the corresponding peer group native speakers of a foreign language located in the same country or even the same city as the learners. The latter could have interesting implications regarding the improvement of relations between different ethnic groups in certain metropolitan areas.

There is reason to believe that the results of such experiments could bring about a new orientation to foreign language teaching at all levels. The effect could be not only better language learning and intercultural understanding among students but also better language teaching and international cooperation between the teachers.

APPENDICES

APPENDIX A



APPENDIX B

Topics of the Slide and Tape Units

Note: Slides and correlated tapes (3" reels 1-7/8 ips) received from France are available from the French Department, College of Mount St. Joseph, Mount St. Joseph, Ohio 45051, for loan and reproduction at nominal cost. The number of slides in each unit (represented by the figure in parentheses) is indicative of the length of the recording: each slide is accompanied by a brief statement.

FIRST YEAR

(Children aged 7-8 years)

From Paris to Cincinnati

Boys		Girls	
1. Présentation	(7)	Présentation	(11)
2. Famille	(13)	Famille	(11)
3. Noël	(12)	Noël	(12)
4. Animaux	(9)	Animaux	(8)
5. Petit déjeuner	(6)	Dîner	(8)
6. Visite du docteur	(11)	Parties du corps	(18)
7. Arithmétique	(10)	Calcul	(7)
8. Jeux	(11)	Jeux	(17)

From Cincinnati to Paris

1. Présentation	(8)
2. La Famille Leugering	(10)
3. Noël au grand magasin	(14)
4. Animaux familiers — Chez Jim	(7)
5. Petit déjeuner — Chez Karen	(11)

SECOND YEAR

(Children aged 8-9 years)

From Béthune to Cincinnati

Boys		Girls	
1. Présentation	(26)	1. Présentation	(12)

Appendix B

Boys

2. Maisons (20)

3. Noël - Beurre (15)

4. Marché - Fête des rois (17)

5. Environs de Béthune - Mariage, Château, Déguisements (19)

6. Amis Américains (16)

7. Louveteaux (22)

8. Jeux - Foire - Première Communion (24)

9. Noël - Gymnastique - Baptème (14)

Girls

2. Maisons (16)

3. Déjeuner à l'école (18)
   Visite chez Caroline (1 missing)

4. Anniversaire - Filles - Neige (22)

5. Anniversaire - Jeux (12)

6. Anniversaire - Promenades (12)

7. Tâches parascolaires - Jeux dans le parc (20)

From Cincinnati to Bethune

1. Présentation (11)

2. En classe (12)

3. Vie scolaire (11)

4. Anniversaire de Pamela (11)

5. Supermarché (17)

6. Aux musées (16)

7. Au Zoo (15)

THIRD YEAR

(Children aged 9-11 years)

From Grenoble to Cincinnati

Boys

1. Présentation: récréation (21)

2. Noël (15)

3. Petit déjeuner: Arnaud et sa mère. Départ pour l'école (11)

4. Ski - Pique-nique (20)

Girls

1. Présentation (7)

2. Catherine part pour l'école (10)

3. Fondue (13)

4. Goûter et promenade (17)

5. La vieille Annecy (9)

Appendix B

Boys	
5. Marché en plein air	(14)
6. Leçon de ski	(18)
7-8. Environs de Grenoble - La Grande Chartreuse	(22)

Girls	
6. Au Château des Ducs de Savoie-Nemours	(10)
7. Après-midi en plein air	(10)
8. Au stade de gymnastique	(10)

From Cincinnati to Grenoble and Annecy

1. Présentation	(24)

Note: Since these are the same children as in the first units in the two preceding years, except that they are one year older, duplicate slides and tapes were not retained locally.

2. Bowling (boys)	(9)
Hallowe'en (girls)	(8)
3. Maisons (boys)	(10)
Maisons (girls)	(9)
4. Gâteau - Boa	(12)
5. Défilé de St. Patrick	(13)
6. Louveteaux: promenade aux écluses Markland	(14)
7. Première Communion - Baseball	(14)
8. Au Camp Butterworth	(9)

APPENDIX C

Sample Dialogues

First Year
Grade 2

From Paris to Cincinnati

Dialogue VI from boys' school
"La visite du médecin"

This dialogue is acted out in the little Paris apartment where Jean lives.

Slide No.	Text
1.	Jean — Maman, je ne me sens pas bien. Mère — Vraiment? Tu as mauvaise mine. Qu'est-ce qu'il y a ?
2.	Jean ——J'ai mal à la tête...
3.	et mal à la gorge.
4.	Mère — Couche-toi, mon petit. Je vais téléphoner au docteur.
5.	Mère — (Composant le numéro) Allô: 12.14.16? Allô, docteur...Jean-Marie est malade. Il a mal à la tête et mal à la gorge. Venez vite, s'il vous plaît. Merci, docteur. (Pause. On sonne.)
6.	Mère — Voilà le docteur.
7.	Mère — Entrez, docteur. Par ici, s'il vous plaît.
8.	Docteur — Bonjour...Qu'est-ce qu'il y a? Jean — Bonjour, docteur. Je suis malade.
9.	Docteur — Ouvre la bouche, s'il te plaît. Dis: Ah! Ah! Jean — Ah! Ah!
10.	Docteur — Tire la langue.
11.	Jean — Je suis tout rouge aussi.
12.	Docteur — Ah! C'est la rougeole. Reste au lit.

Appendix C

From Cincinnati to Paris

Dialogue II
"La Famille Leugering"

The scenes for this dialogue were photographed in the home of Lisa Leugering.

Slide No.		Text
1.	M. Thom --	Bonjour, tout le monde. On vous présente la famille de votre amie, Lisa Leugering.
2.	Lisa --	Salut, amis! Voici une photo de ma famille.
3.	"	Voilà ma mère. Elle s'appelle Madame Leugering. Elle est dans la cuisine.
4.	"	Elle fait un gâteau.
5.	"	Papa est dans le salon. Il lit le journal.
6.	"	Mes frères Danny, Johnny et Mark regardent la TV.
7.	"	Voici la chambre de mes frères.
8.	"	Je dors ici avec ma soeur, Patricia.
9.	"	S'il vous plaît, parlez-nous de Noël. Merci! Au revoir.

Second Year
Grade 3

From Béthune to Cincinnati

Dialogue III from girls' school
"Déjeuner à l'école"

This dialogue is divided into two parts. The subject of the first part is luncheon at the girls' boarding school. The subject of the second part is scenes in the home of one of the girls, Caroline Delcourt, who is visited by her cousins. Only the first part is presented here.

Slide No.	Text
	Maîtresse: Bonjour, nos chers petits amis d'Amérique. J'espère que vous allez tous bien. Nous reprenons avec joie nos échanges. Les demi-pensionnaires de la classe de 9^e de St. Dominique vous invitent à déjeuner avec elles. Elles vous présentent le menu du jour.

Appendix C

Slide No.	Text
1	Je m'appelle Isabelle Quenon. Nous commençons le repas par des betteraves rouges et des oeufs. Je vous invite.
2	Je m'appelle Florence Campion. Regardez ce qu'il y a dans le plat. Du pâté et des cornichons. Ça pique!
3	Je m'appelle Bernadette Lepoutre. Je vous offre des pommes de terre et de la choucroute. Vous aimez?
4!	Je m'appelle Gisèle Campion. Vous avez soif? Buvez un bon verre de bière. Je m'appelle Martine Duquesne. Voici le bon pain.
5.	Je m'appelle Régine Bonhomme. Je distribue des oranges. En voulez-vous? Je m'appelle Sylvie Minart. Je suis à la droite de Régine. Et moi, Isabelle Ledieu. Je suis à sa gauche.
6.	Voici à nouveau: Régine avec ses oranges Martine, et Sylvie qui se cache. Gisèle qui tient précieusement la bière. Florence avec le pâté. Martine et le pain. Béatrice qui suce son pouce. Isabelle avec les betteraves rouges et les oeufs Bernadette, les pommes de terre et la choucroute.
7.	Maîtresse: Nous retrouvons la petite équipe à table et nous leur souhaitons "Bon appétit!"

From Cincinnati to Béthune

Dialogue II
"En classe"

Slide No.	Text
1	Beverly - Je m'appelle Beverly. Voici notre église, St. Dominic.

Appendix C

Slide No.	Text
2.	Gregory -- Je m'appelle Grégoire. Voici notre école à côté.
3.	M. Thom -- Cette petite maison dans la verdure se trouve juste en face de l'école. Elle est typiquement américaine.
4.	" C'est l'heure de la rentrée. Les enfants arrivent par le bus qui les prend tous les matins chez eux. Vous pouvez reconnaître au milieu Jim Schlank en pull blanc. Derrière se trouve la salle de gymnastique de l'école.
5.	Kelly -- Je m'appelle Kelly Cassedy. Voici les photos de nos amis de St. Vaast. Regardez la citrouille!
	M. Thom -- (Demandez à vos amis américains pourquoi elle est ici.)
6.	Janet -- La maîtresse s'appelle Madame Cappel. Voici les photos de nos amis de St. Dominique.
7.	M. Thom -- Remarquez comment les élèves sont installes. Ils ont chacun leur chaise à laquelle est fixée une table.
8.	Paul -- Je m'appelle Paul. M. Thom nous enseigne l'alphabet.
9.	M. Thom -- En ajoutant les voyelles Robert va composer un mot français. Pouvez-vous devinez le mot?
10.	" Le petits Americains ne mangent qu'un sandwich, des biscuits et un fruit pour leur déjeuner qu'ils apportent à l'école dans ces petites boîtes en fer blanc ou dans un sac à papier.
11.	" Certains élèves de l'école font partie d'une fanfare.
	Barbara -- Je m'appelle Barbara. Je suis une majorette.
12.	" - -C'est l'heure du déjeuner. Karen et Richard viennent chercher leur boîtes ou leurs sacs au vestiaire.
	M. Thom -- Au revoir mes amis! A la prochaine fois!

Appendix C

Third Year
Grade 4

From Annecy and Grenoble to Cincinnati

Dialogue V from boys' school (Grenoble)
"Au Marché en plein air"

Slide No. Text

Maîtresse: Chers petits amis, aujourd'hui je vous emmène au marché en plein air. Ce marché est situé sous la voie ferrée. Les marchands installent tous les matins leurs étalages entre les gros piliers qui soutiennent la voie.

1
— Bonjour Frédéric, bonjour Jacques. Que faites-vous ici?
— Je fais des courses pour maman. Jacques m'accompagne.
— Allez-vous acheter des oranges?
— Oui, mais pas celles-ci. Elles sont trop chères.

2.
— Regarde, Frederic. En voilà des plus petites.
— Oui, elles sont meilleur marché. Donnez-m'en trois livres, monsieur, s'il vous plaît.

3.
— Et maintenant du fromage.
— Tiens, le camembert est en réclame. C'est intéressant.
— Mais nous ne l'aimons pas. C'est fort.
— Allons prendre de la tomme. Elle est à point.

4.
— Regarde les jolies petites boites. Ce sont des épices. Il y a du poivre.
— Il y a aussi de la cannelle, des clous de girofle et de la noix de muscade.
— Ça relève bien les plats.

5.
— Ce marchand a juste quelques paniers sur un banc.
— Il ne doit pas cultiver beaucoup de légumes.
— Les choux sont très gros.

6.
— Est-ce qu'on s'arrête à la charcuterie?
— Non, il ne nous faut rien.
— Pourtant j'aurais bien envie d'un de ces gros saucissons.

7.
— Tu dois acheter de la salade.
— Si on prenait des radis. Regarde, ils sont tout frais.

8.
— Oh! la belle boutique de fleurs! Si on en achetait pour nos mamans?

9.
— Ici les prix sont affichés. Te reste-t-il assez d'argent?
— Je vais compter.

Slide No.	Text
10.	— Les pots de primervères sont très beaux aussi. — Est-ce que ça dure plus longtemps?
11.	— Décidons-nous. Je prends des soucis. — Au revoir, madame!
12.	— Veux-tu me donner le panier. — Oh! Il n'est pas très lourd. Nous n'avons pas fait un gros marché.

From Cincinnati to Annecy and Grenoble

Dialogue IV
"Gâteau - Serpent boa"

(Slides 1-8, chez Marianne. Slides 9-12, chez Steven)

Slide No.	Text
1.	Marianne — Je m'appelle Marianne. Je suis en uniforme de Jeannette.
2.	" — (Au téléphone) Je réponds à mon amie: Je ne peux pas jouer maintenant. Je dois aider maman.
3.	" — Je mets le linge dans la machine à laver.
4.	" — Je sors le linge de la machine à sécher. M. Thom — La laverie est installée dans la cave. Vous remarquez la pelle à neige que malheureusement nous n'avons pas eu le plaisir d'employer cette année.
5.	Marianne — J'aide maman à préparer un gâteau pour le dessert. M. Thom — On trouve dans la boîte tous les ingrédients pour la preparation du gâteau. Il suffit d'y ajouter des oeufs et du lait pour obtenir un délicieux dessert. Nous vous envoyons une boîte comme cela que la maîtresse pourra peut-être préparer et que vous degusterez ensemble.
6.	Marianne —Ma petite soeur a toujours faim. Elle mange du porridge. Elle s'appelle Amy.
7.	" — Nous nous amusons avec un cadeau de Noël.

Slide No.	Text
8.	Marianne --Maintenant je m'amuse seule avec mes poupées. Au revoir, mes amies.
9.	M. Thom -- Et puis voici Steven qui va vous parler. Steven est l'anglais pour Etienne.
	Steven -- Je m'appelle Steven. C'est dimanche. On va prendre le déjeuner en famille.
10.	" -- Voici mes frères et soeurs. De gauche à droite: Chris, Kim, Karen, Randy, moi, Mike. Papa prend la photo. Maman est à la cuisine.
11.	" -- Mon grand frère, Mike, tient son boa devant la cage qui se trouve dans sa chambre.
	M. Thom -- Ne pensez pas que tous les Américains aient des cages à serpents dans leurs maisons. C'est assez rare.
12.	Steven -- Je construis une voiture en plastique vert.
	M. Thom -- Connaissez-vous quelqu'un qui possède des animaux bizarres? S'il ya a quelque chose que nous ne vous avons pas dit et que vous aimeriez savoir posez-nous des questions. Nous attendons avec impatience votre prochain envoi.

APPENDIX D

Sample Items From Language Tests

First Year

I Listening Comprehension

a) Each pupil receives a sheet of illustrations like those reproduced in reduced format below. Teacher repeats each of the following series of three statements in numerical order: 1,2,3. Pupils are directed to circle the number under the picture that corresponds to the number of the statement that best describes the action or situation in the picture above.

A: 1) Au revoir
2) Bonjour
3) Merci

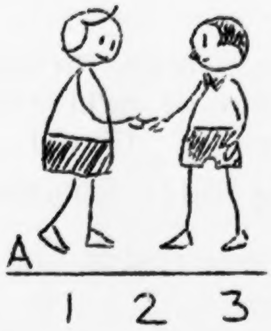
B: 1) J'ai 4 ans.
2) Je m'appelle Anne.
3) De rien.

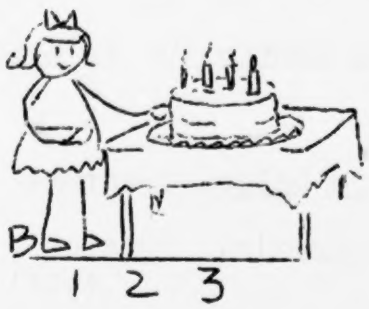
C: 1) Il s'appelle Paul.
2) Voici ma photo.
3) Quel âge as-tu?

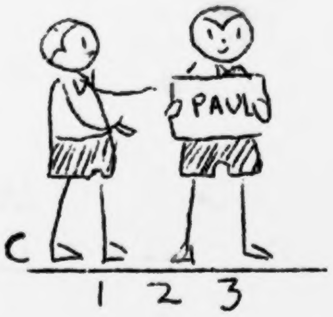
D: 1) Le garçon est petit.
2) La fille est grande.
3) Le garçon est grand.

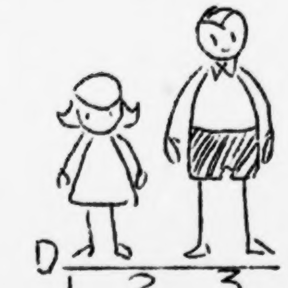
E: 1) Papa est derrière maman.
2) Papa est à côté de maman.
3) Maman est devant papa.

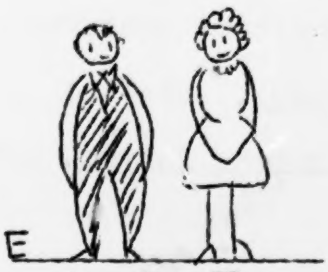
F: 1) Monsieur est dans le canapé.
2) Monsieur est sur le buffet.
3) Monsieur est sur le canapé.

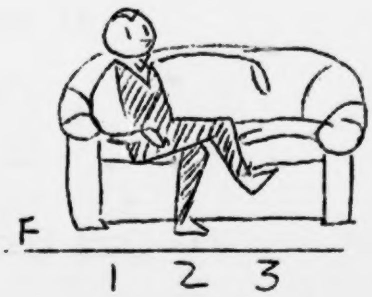








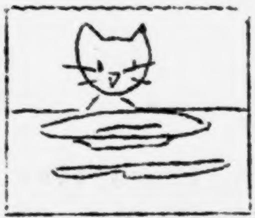


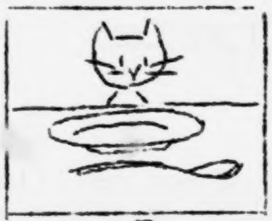


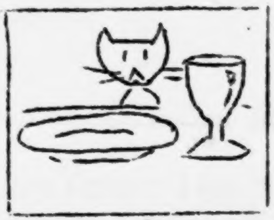
b) Each pupil receives a sheet with five series of three similar pictures each, lettered A,B, and C. (Sample next page) The teacher repeats twice a statement that is true of only one of the three pictures in a given series. The pupils mark on a separate answer sheet the letter of the picture that corresponds to the statement.

Examples: 8. Le chat regarde l'assiette et la cuiller. (B)
9. Elle a mal à la tête. (A)
10. Il a mal au dos. (A)

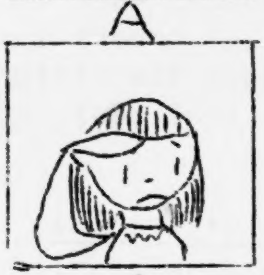
8

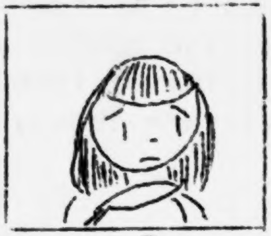

A

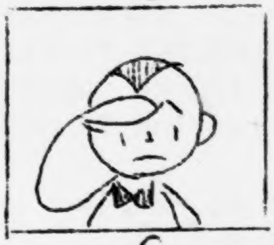

B


C

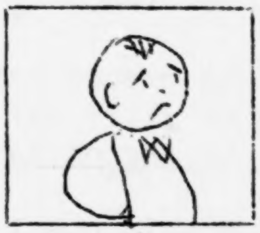
9

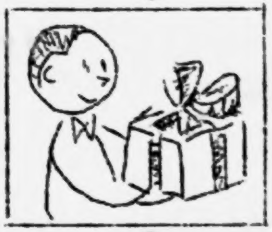

A

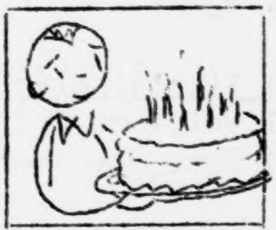

B


C

10


A


B


C

c) True-False exercise without pictorial clues.

1) Verbal cue plus gesture:

Je mets du beurre sur le pain. (Teacher goes through the motions of buttering a slice of bread) (True)

Je lance la balle. (Gesture: catching ball) (False)

J'ai la rougeole. (Gesture: pained expression while holding foot) (False)

2) Verbal cue without gesture:

J'ai trois yeux. (False)

Un chien a quatre pattes. (True)

II Oral Production

The test consists of:

a) personal questions such as:
Comment t'appelles-tu?
Quel âge as-tu?
Comment vas-tu?
Où es-tu?
Combien de frères as-tu?
Ton père, comment s'appelle-t-il?

b) directed commands such as:

Dis à ---- de se lever.
Dis à ---- d'aller à la place de ---- .

c) questions referring to the position of a ball relative to a box, both being manipulated by the teacher.

d) questions requiring the identification of animals' pictures on flashcards.

The teacher poses the questions or gives the commands to the individual students in the order in which they are seated. Responses must be given within a timed pause or the turn is forfeited. An assistant grades each response for structural and phonemic correctness. Each child is given the same number of opportunities (2 or 3) to respond in each of two test periods.

Second Year

I Listening Comprehension

Format similar to that described and illustrated above in Listening Comprehension I, First Year. Emphasis on phonemic discrimination, contraries, comparison and position, as in sample items below:

1. a) Il porte des lunettes
   b) Elle porte des lunettes
   c) Il porte une assiette

2. a) Ils jouent aux billes.
   b) Elles jouent aux billes
   c) Ils jouent à la balle

3. a) C'est aujourd'hui le 2 décembre
   b) C'est aujourd'hui le 12 décembre
   c) C'est aujourd'hui le 22 décembre

4. a) Le lion est plus grand que la souris
   b) Le lion n'est pas plus grand que la souris
   c) Le lion est de la même taille que la souris

5. a) C'est un chapeau
   b) C'est un château
   c) C'est un cadeau

II Listening comprehension without picture cues:

a) The teacher makes a statement. The pupils mark on an answer sheet whether it is true or false.

Examples: Je regarde avec la bouche. (F)
Je mange avec les yeux. (F)
Je touche avec les doigts. (T)

b) The teacher dictates simple addition and subtraction problems that the children must write and solve.

Examples: 20 + 4 = ?
3 - 2 = ?

III Spelling

Sounding the letters according to the French alphabet, the teacher has the pupils write what he spells aloud: single letters, monosyllabic words and polysyllabic words.

Third Year

Final Tests

I Listening Comprehension

Multiple choice, picture clues. First 43 items in the "Oral French Comprehension Test," Level II, by Ralph Garry and Edna Mauriello (Heath de Rochemont, publishers).

Sample items cued to pictures:

Elle saute à la corde.
Le garçon retourne à sa place.
Elle dit, "Regardez la carte."
La femme est sur le pont.

II Speaking

Pupils record answers under test-control conditions in language laboratory.

Sample items:

a) Questions referring to a slide and tape unit from France:

"Le goûter"

1. Qui viennent? (Name two of five girls in picture)
5. Qu'est-ce qu'elle préparent? (Un goûter/ Un pique-nique/ Un panier)
6. Où? (Dans la cuisine)
7. Qu'est-ce qu'il y a dans le panier? (Il y a du chocolat, du fromage des biscuits, des fruits..) (Name at least 2)
11. Préférez-vous manger du chocolat ou du fromage? (J'aime les deux/ Je préfère le.....)

b) Questions based on professions and trades:

14. Qui soigne les malades? (Le médecin....)
17. Qui coud une robe? (Une couturière....)

c) Contraries

Donnez le contraire de:

19. haut (bas)
20. dessous (dessus)

d) Complete the statement:

22. Je coupe du tissu (...avec des ciseaux)
25. Je monte sur l'arbre (... avec une echelle)

e) Questions based on a picture of five boys running a race. Each boy is identified with a name.

26. Qui est le dernier?
28. Qui est le quatrième?
29. Qui court le plus vite?

III Reading Comprehension and Writing

a) Matching statements with pictures. On the upper half of the test page is a series of six sketches, each showing a person performing a different action. On the lower half of the page are printed ten statements naming ten different persons and saying what they are doing. The pupils are to match six of these statements with the six sketches and copy them under the appropriate pictures.

b) Finding the missing items. A list of things needed for a picnic is printed below a picture representing a man and a woman preparing to eat a picnic lunch. The problem is to identify two items named in the list that are not shown in the picture and write them in the blanks provided.

c) Sentence completion: multiple choice. A picture shows two neighbors talking over the back fence. Below the picture are printed the questions they are asking each other. The printed replies are incomplete, lacking a preposition of place to be selected by the pupils from a list of prepositions and copied in the blank provided.

d) Supply the missing article. The pupils are to write the correct article: un, une, des, on the blank before the names of objects pictured in a series of nine frames, for example:
----chaussures, -----ceinture, -----boutons, -----pantalon, etc.
Similarly they are to write the correct form of le, la, l' on the blank before the names of objects pictured:
----cou, ----bouche, ----oiseau, ----argent, etc.

APPENDIX E

Language Problems Treated During Third Year

Based on exercises in Lichet: EXERCICES EN FRANCAIS FACILE, No. I

(Sequence of presentation: listen, speak, read, write)

1. Affirmation and negation
2. Descriptive adjectives
3. Verbs of action referring to persons
4. Indefinite article, singular and plural
5. Expressions with il faut... (one needs...)
6. "Il y a ..."
7. Definite article, singular and plural
8. "C'est..."
9. "Je peux..." "Je ne peux pas..."
10. Prepositions of place
11. "Qui est-ce qui...?
12. "Qu'est-ce que...?
13. Contraries: adjectives and adverbs
14. "Personne"
15. Sentences after the model: "Avec des (ciseaux) je (coupe) du tissu."
16. Comparison: plus, moins, aussi...que.
17. Carte d'identité
18. More verbs of action
19. Number exercises
20. Spelling (crossword puzzle)
21. Possessive adjectives
22. "...va (à, au) (magasin). "...va chez (le docteur).
    "...vient (de, du) (magasin). "...vient de chez (le docteur).

APPENDIX F

Forms sent to the parents of the children in E and C groups

I. Survey of subjects' family background

The following questionnaire was sent at the beginning of the 1966-67 school year to the parents of all the children in the E and C groups at the time the experimental program was announced to them by letter.

Parents' names ____

Address ________________________________ Phone __________

Father's occupation ______________________________________

Mother's occupation ______________________________________

Name of child in French class ____________________________

School ____________ Room __________ Birthday ____________

Other children: Boys (No.) ________ Ages ________________
Girls (No.) ________ Ages ________________

Is a foreign language ever spoken in the home? ____

If so, which one? ______ Has any member of the family studied

French? _____ If so, who? _____ For how long? ____ Where? _____

Please check below the word that best describes your feelings toward your child's studying French

	Indifferent	Opposed	Pleased	Enthusiastic
Father				
Mother				

Comments: ____

____

____

____

II. Letter including attitudinal scale sent to all parents at the end of the first year of the experiment.

Dear ___________________:

Since October 17, your child in the second grade has been having a half hour of French instruction daily, under Mr. Stanley Thom, of the French Department of the College of Mount St. Joseph.

In June we should like to evaluate the program and plan for its continuation next year, in the third grade. We would very much appreciate your helping us in this task by giving us your opinion of the classes, since the parents' point of view is important in assessing the overall success or failure of any school program.

At the beginning of the project, all but two or three of the parents were in favor of the classes. We wonder whether there has been any radical change of opinion on the part of any parent during the months that have passed.

How do you feel about your child's studying French this year? Please check below.

Father:	indifferent _____	Mother:	indifferent _____
	opposed _________		opposed _________
	pleased _________		pleased _________
	enthusiastic _____		enthusiastic _____

Would you be so kind as to jot down in a few words or a few sentences your comments about the French classes and the effect they have had on your child's interests and attitudes.

Your honest statements will be very helpful not only to us but to many other educators who are concerned about the teaching of foreign languages in the elementary grades.

You may use the reverse of this sheet for your reply and return it in the same envelope to the homeroom teacher, who will forward all the replies to us.

Yours gratefully,

(signed) Stanley G. Thom, Instructor
Sr. Ruth Adelaide, Director

III Inventory of parents' attitude and of children's attitude as seen by the parents:

a) End of second year of the experiment:

Directions: Please place a check mark under the word that best describes your attitude (No. 1) and that of your child in the French class (Nos. 2-5)

1. At the end of the second year of the French experiment my attitude toward the class is:

	Opposed	Disappointed	Indifferent	Pleased	Enthusiastic
Father	_____	___________	__________	______	___________
Mother	_____	___________	__________	______	___________

2. Our child's present attitude toward the French class as compared to his or her attitude at the end of last year is one of:

Less Interest	Equal Interest	More Interest
___________	____________	___________

3. As compared to last year our child now speaks French

Less Often	As Often	More Often
________	_______	________

4. As regards continuing French next year he or she seems to be:

Unwilling	Willing, But Not Eager	Eager
_______	___________________	_____

5. Of the various activities of the French class our child seems to prefer: (check one, or if possible, number in the order of preference: 1,2,3,etc.)

_______ Singing
_______ Learning to Say New Things
_______ Spelling and Writing
_______ Numbers
_______ Flashcard Drills
_______ Slides (Diapositives)
_______ Other (Please specify) ___________

Parent(s) signature: ___________________

On the reverse of this sheet, please add any remarks that you think would be of interest or helpful to us regarding the children's class or the parents' class. Thank you.

(signed)

b) End of third year of the experiment:

(The first four items are the same as numbers 1-4 above)

5. Of the following activities of the French class our child seems to prefer: (please number in the order of preference: 1,2,3)

_______seeing and hearing slides and tapes from France
_______games (practice in understanding and talking French with teacher)
_______learning to say new things
_______singing
_______spelling
_______reading
_______writing
_______sending things to and receiving things from France: photos, drawings, letters, etc.

(The last item was omitted from form sent to parents of C group)

6. Of the following materials used in the French class our child seems to prefer:

______slides and tapes
______the orange book (Lichet: Exercices en français facile)
______the black book (child's cahier de français)

(The next three items were omitted from form sent to parents of C group)

7. With regard to our child's interest in French, the exchanges with children in France

Had No Noticeable Effect	Were Somewhat Effective	Were Very Effective
______________	____________	_________

8. Our child Did/ Did Not send things to a friend in France.

____ _______ If yes, about how often _________

9. Our child Did/ Did Not receive things from a friend in France.

____ ________ If yes, about how often _________

On the reverse of this sheet please add any remarks that you think will be useful to us in evaluating this program in a report to the U.S. Office of Education who has been sponsoring it.

Parent(s) signature: ____________________

APPENDIX G

Handbook on French Children's Culture

The following is the table of contents of the preliminary, hektographed edition of Patterns of French Children's Culture, a handbook prepared by the project director. Based on research, observation, and interviews with French parents, children, teachers and native informants, the study is intended for the regular classroom teacher as well as the French teacher in the elementary schools. The chapters are being currently tested in an undergraduate class in French Children's Culture for future teachers with a view to subsequent revision and possible publication for wider dissemination.

Patterns of French Children's Culture

	Page
Preface	i
Introduction	1
I. Psychological and historical background	4
II. Pre-school patterns	23
III. The child as pupil	39
IV. The school milieu	67
V. The program	92
VI. The city child and the country child	118
VII. The child in the leisure society	112
VIII. Rites of passage	142
Appendix: Guide aux bons usages	149
Bibliography	157

BIBLIOGRAPHY

BIBLIOGRAPHY

Agard, F., and Dunkel, H. An Investigation of Second-Language Teaching. Boston: Ginn & Co., 1948.

Anshen, Ruth (ed.), Language: An Enquiry Into Its Meaning and Function. New York: Harper & Bros., 1957.

Blair, G.; Jones, R.; and Simpson, R. Educational Psychology, 2nd ed. New York: Macmillan Co., 1962.

Brooks, Nelson. Language and Language Learning—Theory and Practice, 2nd ed., New York: Harcourt, Brace & World, Inc., 1964.

Bruno, J. R., and Simches, S.O. "A Psycholinguistic Rationale for FLES," French Review, XXXV, No. 6 (May, 1962).

Carroll, John B. The Study of Language, Cambridge, Mass.: Harvard University Press, 1953.

———— "The Contributions of Psychological Theory and Educational Research to the Teaching of Foreign Language," MLJ, vol. XLIX, May 1965, pp. 273-281.

del Olmo, Filomena P. and Guillermo. "FLES: In Search of Discipline and Content." DFL Bulletin, Department of Foreign Languages of NEA, 6,iii:9-11.

Dollard, John and Miller, Neal. Personality and Psychotherapy: An Analysis in Terms of Learning, Thinking and Culture. New York: McGraw-Hill Book Co., 1950.

Dunkel, H., and Pillet, R. French in the Elementary School: Five Years' Experience. Chicago: University of Chicago Press, 1962.

Eriksson, M.I. Forest, and R. Mulhauser, Foreign Languages in the Elementary School, Prentice Hall, 1963.

Finocchario, Mary. Teaching Children Foreign Lanugages, McGraw-Hill, 1964.

Geoghegan, Sister Barbara, Marie Baptista Pollard and Wm. Kelly. Developmental Psychology, 2nd ed. Milwaukee, Br

Hall, Edward T. The Silent Language. New York: Doubleday & Co., 1959.

Hamilton, Mary M. "Teaching a Foreign Culture: New Help," French Review, vol. XXXVIII, April 1965, pp. 645-649.

Jonas, Sister Ruth Adelaide, "A Unique Use of Media: Twinned Classroom Approach to the Teaching of French," Audiovisual Instruction,XIII. May 1968, pp. 468-470.

——"The Twinned Classroom Approach to FLES: Resume of the First Two Years of a Five-Year Sequence," MLJ, Vol. LIII, May 1969, pp. 266-271.

Jones, M.R. (ed.). Nebraska Symposium on Motivation. Lincoln: University of Nebraska Press, 1960.

Johnson, Charles E., F.P. Ellison, and J.S. Flores, "The Effect of Foreign Language Instruction on Basic Learning in Elementary Schools," MLJ, Vol. XLV, May 1961, pp. 200-202.

Johnson, Charles E., J.S. Flores, and F.P. Ellison, "The Effect of Foreign Language Instruction on Basic Learning in Elementary Schools—A Second Report," MLJ, Vol. XLVII, January 1963, pp. 8-11.

Johnston, Marjorie, "Designing Foreign Language Education for World Understanding—A Shared Responsibility," PMLA, Vol. LXXVIII, May 1963, pp. 14-14

Kroeber, A.L. (ed.), Anthropology Today, University of Chicago Press, 1953.

Bibliography (continued)

Lambert, Wallace. "A Study of the Roles of Attitudes and Motivation in Second Language Learning." N.D.E.A. Project Report, SAE-8817. Montreal, Canada, 1961.

——"Psychological Approaches to the Study of Language." Part I: "On Learning, Thinking and Human Abilities," XLVII, No. 2, 51-62. Part II: "On Second Language Learning and Bi-Lingualism," ibid., XLVII, No. 3, 114-121.

Mandelbaum, David G. (ed.). *Selected Writings of Edward Sapir in Language, Culture and Personality*. Berkely: University of California Press, 1958.

Metraux, Rhoda, and Margaret Mead, *Themes in French Culture--A Preface to a Study of French Community*, Stanford University Press, 1954.

Metraux, Ruth W., "A Study of Bilingualism among Children of U.S.-French Parents," French Review, Vol. XXXVIII, April 1965, pp. 650-665.

Murdock, George P., et al., *Outline of Cultural Materials*, *Human Relations Area Files, Inc.*, New Haven, Conn., 1961.

Nida, E.A. *God's Word in Man's Language*. New York: Harper & Bros. 1952.

——"Motivation in Second Language Learning," *Language Learning*, VII (1956-57), Nos. 3 and 4, 11.

——"Some Psychological Problems in Language Learning," ibid., VIII (1957-58), Nos. 1 and 2, 7.

Nostrand, Howard Lee, "A Second Culture: New Imperative for American Education," *Curricular Change in Foreign Languages*, College Entrance Examination Board, Princeton, N.J., 1963, pp. 32-45.

Oliver, Robert T. *Culture and Communication*. Springfield, Ill., C. C. Thomas, 1962.

Pimsleur, P. *Report of the N.D.E.A. Conference on Psychological Experiments Related to Second Language Learning*. Los Angeles: University of California, 1959.

——*Under-Achievement in Foreign Language Learning*. N.D.E.A. Project OE-2-14-004, Report No. 11, Columbus, Ohio, 1961.

Rivers, Wilga M., *The Psychologist and the Foreign Language Teacher*, University of Chicago Press, 1964.

Sparkman, Lee, (ed.) *Culture in the FLES Program*, Philadelphia: Chilton, 1966.

Stern, H.H. (ed.) *Foreign Languages in Primary Education--The Teaching of Foreign or Second Languages to Younger Children, Report on an* International Meeting of Experts, April 9-14, 1962. UNESCO Institute for Education, Hamburg, 1963.

Taylor, H. Darrel, and John L. Sorensen, "Culture Capsules," MLJ, Vol. XLV, December 1961, pp. 350-354.